



U.S. Department of Education  
Institute of Education Sciences

# Supporting Statement For Common Core of Data Survey System

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# **Supporting Statement For Common Core Of Data Survey System**

## **Introduction**

This is a request for review and approval of the Common Core of Data (CCD) survey system. The supporting statement for Standard Form 83, "Request for OMB Review" was prepared by the Elementary/Secondary Cooperative System and Institutional Studies Program of the Elementary/Secondary and Longitudinal and Longitudinal Surveys Division within the National Center for Education Statistics (NCES). NCES is requesting a 3-year clearance for the CCD through December 2008. This clearance would apply to the collections for the 2005–06, 2006–07, and 2007–08 school years.

The CCD is an annual collection of information about public schools and local education agencies, reported by state education agencies. The information is drawn from the state education agencies' administrative records systems; no additional data are collected from schools or districts.

We are requesting clearance for the CCD by January 31, 2006 in order to initiate the 2005–06 collection on February 6, 2006.

Five surveys comprise the CCD survey system. These are:

- State Nonfiscal Survey of Public Elementary and Secondary Education;
- Public Elementary/Secondary Local Education Agency Universe;
- Public Elementary/Secondary School Universe;
- National Public Education Financial Survey;
- Local Education Agency Financial Survey.

The Local Education Agency Financial Survey is co-sponsored by the U.S. Census Bureau, Governments Division, which is responsible for securing clearance for that survey. It is discussed in this request only as it relates to the National Public Education Financial Survey.

The current submission proposes no modifications to the format of the current surveys, which are approved for use through the 2004–05 school year collection.

Part A of this supporting statement presents the justification for the information collection and explanation of any statistical methods employed. Part B addresses the collection of information employing statistical methods. Parts C through F describe the individual surveys and any proposed changes to them.

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## Part A. Justification

**A.1. Explain the circumstances that make the collection of information necessary. Include identification of any legal or administrative requirements that necessitate the collection. Attach a copy of the appropriate section of each statute and regulation mandating or authorizing the collection of information.**

Legislative Authorization. The CCD is the Nation's only source of annual basic directory and statistical information about the universe of public schools and education agencies<sup>1</sup>. Its authorization to collect this information is encompassed by NCES's duty to "collect, report, analyze, and disseminate statistical data related to education in the United States" (P.L. 107-279, Part C, Sec 153). The Section includes in this duty the collection of state-level data, where necessary, on secondary school completions and dropouts, and revenues and expenditures for education and direction to cross-tabulate and report, where possible, data broken out by many of the demographic characteristics collected on the CCD. Appendix A includes a copy of this legislation. Further, CCD data are used extensively by NCES's flagship publication, the *Condition of Education*, required of NCES in P.L. 107-279, Part C, Section 155.

Regulations and Program Requirements. Participation in the CCD is voluntary, but several Department of Education Programs require the use of its data. The use may be stipulated by guidance or reporting instructions rather than regulation. Allocations for Title I, Impact Aid, Indian Education and several other programs are based in part upon a state per-pupil expenditure statistic derived from the National Public Education Financial Survey. A copy of the Federal Register notice alerting respondents to this requirement is included in appendix A. The Rural Education Achievement Program, REAP, determines a school district's eligibility through the NCES locale code (a range of urban to rural categories) assigned by the CCD on the basis of reported information. The Universal Service Program (E-rate) required schools to use the NCES-assigned identification number in completing FCC Form 470 (OMB 3060-806). The identification number was required in order to be considered eligible for participation. Through the CCD, NCES provides the Impact Aid program with a list of school districts that are eligible for reimbursements under this program.

**A.2. Indicate how, by whom, and for what purpose the information is to be used. Except for a new collection, indicate the actual use the agency has made of the information received from the current collection.**

As a general statistical collection, the CCD is used for a range of purposes. It has existed in its current form since 1986. Because the CCD is a statistical collection, many of its users are outside the agency and will be identified here as well as NCES or other Department of Education users.

Official listing/directory. The CCD provides an official roster of public schools and local education agencies. The information includes both basic directory items, such as name, unique identification code, address, and telephone number and categorical information such as school type (regular, vocational, etc.) and locale (large city, urban fringe, small town, etc.).

The school and agency universes are routinely used to construct and validate commercial listings such as those available from Quality Education Data (QED) or Market Data Retrieval (MDR). NCES makes directory information available to the public through its Website via the School and District Locators, and provides an Address File that can be downloaded to produce mailing labels. NCES provides customized listings of schools to Department officials, for example, developing a list of schools with grades 9 through 12 for a Program that wants to distribute materials to teachers of high school students.

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<sup>1</sup> The CCD collects information from the 50 states, the District of Columbia, Bureau of Indian Affairs, Department of Defense Dependents Schools (stateside and overseas), American Samoa, Commonwealth of the Northern Mariana Islands, Guam, Puerto Rico, and the Virgin Islands. Except for the failure of Guam to report in 2002-03, the participation rate during the 4 years of the last two clearances has been 100 percent.

The Universal Services Administrative Company (E-rate) requires the CCD identification code for all applying schools.

Sampling frame. As the Nation's only public, annually updated universe of schools and local education agencies, the CCD is the sampling frame for major Department of Education programs and surveys. Within NCES, the CCD provides the sampling frame for the National Assessment of Education Progress (NAEP), the Schools and Staffing Survey (SASS), and the Fast Response Survey System (FRSS). The Office for Civil Rights uses the CCD as a sampling frame and to identify its universe of schools and districts. The Department's Education Data Exchange Network (EDEN, formerly the Performance Based Data Management Initiative (PBDMI)) has used the CCD school and agency universes as the frame for developing and pilot-testing its collection of data for a comprehensive data repository.

Linking/validating. The CCD assigns unique identification codes to every public school and local education agency. This is the only standard national identification system for these entities.

This identification system makes it possible to link any two databases that include these identification codes. NCES uses the system to "map" decennial Census data to school district boundaries, providing an extremely rich database for research and policy interests. The general collections of the Department's Office for Civil Rights contain CCD identification numbers, making it possible to combine OCR, CCD and Census data in analyses. NCES ID is an option for programs using the Department's grants administration program (GAPS) enabling programs that choose to do this to link grants to recipients and to other databases including the school or district ID.

Because the NCES school ID makes it possible to link the universe with other data systems, the CCD school universe has been proposed by the Environmental Protection Agency's interagency working group on geocoding for disaster response as the database for public school identification. (The CCD adds latitude and longitude coordinates for schools to the data reported by states.)

As noted earlier, the CCD has been used by the Universal Service Program to validate a school as being a legitimate applicant for the program.

The CCD has been used to pre-populate data files for the EDEN system, and it is the intent of NCES that the CCD will continue to provide this service for EDEN in future collections.

Descriptive statistics. The data collected through the CCD provide counts of the numbers of public school students, teachers and other staff members, dropouts, and high school completers, with much of the information broken out by race/ethnicity and gender, school or district type, and geographic characteristics such as county or urbanicity. The information is published by NCES in the *Digest of Education Statistics* and the *Condition of Education*, as well as CCD-specific reports such as the annual *Characteristics of the 100 Largest School Districts*. Annual state-level school dropout and completion statistics are published in *Dropout Rates in the United States*. The NCES website makes the information available to the general public through public use data files, and through easy to use applications such as Build a Table.

The locale code statistic is used in applications for the Rural Education Achievement Program (REAP) and the Safe Schools/Healthy Students Program

*Education Week* uses CCD data extensively in its annual "Quality Counts" report. CCD data are a major component of Standard and Poor's website, <http://www.SchoolMatters.com>

**A.3. Describe whether, and to what extent, the collection of information involves the use of automated, electronic, mechanical or other technological collection techniques or forms of information technology.**



The CCD data are collected electronically from state education agencies. The State Nonfiscal Survey consists of one record per state. It is a web-based survey. State CCD Coordinators are assigned a password that allows them entry to a protected website where they complete the survey, and the data are edited, on line. (The website is maintained by the Census Bureau, which currently serves as NCES's agent for the CCD collections.) The National Public Education Finance Survey is similar in comprising a single record for each state. This is also collected on line through a self-editing application. In addition, for the Finance Survey NCES provides "crosswalk" software for any state whose financial chart of accounts differs from the survey's format. For both of these surveys respondents have the option of printing a survey form, completing it by hand, and submitting a paper report. This option is not used by more than one or two states in any year.

The school and agency universe surveys consist of multiple records for each state. (The exceptions are the District of Columbia, Hawaii, Puerto Rico, and the four outlying areas of American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, and the U.S. Virgin Islands, which have only one school district each, when charter schools are excluded.) These surveys are also online collections. State respondents upload their files (or enter records individually, if desired) into a web-based application that includes real-time edits. This procedure removes the requirement for state respondents to download editing software into their own systems, and shortens the time required for editing data. The data are collected via an SQL server housed at NCES. As with the state-level collections, there is a password protected website for these submissions.

#### **A.4. Describe efforts to identify duplication.**

The CCD Program Manager served on the Department of Education's Information Management Working Group and led initial efforts to develop a Department-wide data dictionary. This work used an analysis of the elementary and secondary education data elements in surveys included in the Department's Education Data Information Collection System (EDICS). The task also included polling program officials to determine which commonly used data elements, including those of the CCD, they used.

The CCD includes two forms of apparent duplication: across surveys within the CCD, and between the CCD and other collections.

Internal duplication. Several items are requested on two or more of the CCD surveys. Student and teacher counts are collected at the state, local agency, and school levels. High school completion data are collected at the state and local agency levels.

As appendix B illustrates, when data are summed at one reporting level they do not necessarily equal the number reported at higher levels. For example, the total number of teachers in a state's schools may not match the total number in its local agencies, and both figures may differ from the state-level report. School and district teacher counts may be different because there are teachers assigned directly from the central office, not a school. Or, there may be teachers in a district's schools who are not part of the district's staff. An example of this would be a special education teacher who is hired by a service agency but who teaches in a regular school district.

Each of these counts is considered a different statistic, and has different uses. The state level data are considered the official statistics for a state. School- and district-level data can provide information such as average school size, and district pupil/teacher ratio.

State and LEA-level financial surveys. The state-level National Public Education Finance Survey (NPEFS) and the Local Education Agency Financial Survey collect information about revenues and expenditures for public education. However, they differ in several important ways that make it not feasible to delete the NPEFS.

The first consideration is that replacing the NPEFS with the Local Education Agency Financial Survey would create a substantial additional burden for states. Although participation is not mandatory for any CCD survey, major education program allocations, such as Title I, require per-pupil expenditure data as collected on the NPEFS. States must report by a specified date (see Federal Register notice in appendix A) in order for their data to be used for program allocations. NCES follows a firm schedule in making final per-pupil expenditure data available to Department of Education programs by February of each year, and preliminary data (used for planning) available earlier, in November and December. The local education agency finance survey is used only for statistical purposes, and has no such requirements.

If the local education agency finance reports were aggregated to replace the NPEFS, the same time constraints would then apply to the Local Education Agency Financial Survey. However, the processing and editing time needed for the local agency reports is considerably greater than that for the NPEFS. The change would therefore require a cut-off date much earlier than the current first Tuesday after Labor Day. NCES does not believe that states could meet an earlier reporting date. For example, 25 states submitted their NPEFS reports for the 2002–03 collection cycle in July, August, or on September 2 (the cut-off date).

The NPEFS data used for Title I allocations must be examined and certified by an official designated by the chief state school officer. Reviewing and certifying a report for each LEA in a state would take considerably more personnel time than does certifying a state's single NPEFS report.

A second reason to continue both the NPEFS and the Local Education Agency Financial Survey is that the LEA survey includes only local education agencies. It does not collect data about schools administered directly by the state education agency, such as schools for students with disabilities, schools for students with exceptional talent in mathematics, science, or the performing arts, or education programs for incarcerated youth. Thus, the LEA survey does not give an exhaustive accounting of state revenues and expenditures for public K–12 education.

Duplication between collections. First, it should be noted that NCES is working to remove duplicative collection of one survey item: the number of high school equivalency recipients. Virtually all of these credentials are based on the General Education Development test (GED). NCES is working with the GED Testing Service to obtain counts of school-district level GED diplomas. This is feasible because the GED has added items to its survey questionnaire that make it possible to determine where the individual was last enrolled in school. At this time, NCES is analyzing test administration data from the GED Testing Service to determine how reliably test-takers can be attributed to a home state or school district.

The CCD served as the framework for the Performance Based Data Management Initiative (PBDMI) when it was pilot-tested in 2003 and 2004. NCES, through its CCD staff, has been an active participant in developing PBDMI, now known as EDEN. CCD staff accompanied PBDMI/EDEN staff on state site visits, included PBDMI/EDEN presentations in NCES's meetings and conferences, and advised PBDMI/EDEN contractors who were developing the database and system designs. EDEN used CCD data to pre-populate its surveys for the 2003–04 school year, and NCES intends to continue providing this directory, geo-coding, and demographic data to EDEN.

When EDEN becomes an established system, and demonstrates the ability to collect the data required by the CCD Nonfiscal surveys, it may be possible to use the EDEN database as a "repository" from which NCES would extract data for the public school and local education agency collections. The CCD would become, in effect, one of EDEN's annual data collection phases. NCES would apply the same degree of editing that it now follows to the data. The CCD would also create the "value added" statistics that it now includes in these files, such as high school completion rate, school geo-coding, locale code, and school level (primary, middle or high). The value-added statistics are not reported by states.

However, this decision cannot be made until EDEN has been in operation for some time. Until it can be assured that EDEN is interested in the same coverage as the CCD, and can follow the CCD timetable, it

would be imprudent to discontinue the CCD collections. Further, EDEN will be used within the Department of Education in the foreseeable future. Because EDEN includes achievement data at a low level of aggregation, it is not clear how much of EDEN can be used as a public use file without raising confidentiality issues.

The CCD's major purpose is to provide public data. At this time EDEN and CCD have not addressed questions of whether EDEN, with its program emphasis, will collect all of the information needed for the CCD. There are further questions about whether EDEN, as a policy-oriented collection, can maintain the constant items and definitions over time that are necessary for a statistical collection.

CCD and EDEN staff are working closely to determine a working relationship between the two programs that will reduce the reporting burden on states while continuing to meet the data needs of multiple audiences.

**A-5. If the collection of information involves small businesses or other small entities, describe the methods used to minimize burden.**

All of the CCD collections are reported to NCES by state education agencies. NCES does not specify how these data are collected. The responding agencies draw upon their existing administrative records to provide the data. No small businesses or other small entities are surveyed in the CCD collections.

**A.6. Describe the consequences to Federal program or policy activities if the collections not conducted, or is conducted less frequently, as well as any technical or legal obstacles to reducing burden.**

Consequences if not collected. Discontinuing the CCD survey system would create problems in a number of Federal activities.

- NAEP, SASS, and OCR school and district collections would no longer have a universe from which to draw their samples.
- Data on the number and types of public schools and education agencies, numbers of students enrolled by grade, numbers of high school dropouts and completers, and revenues and expenditures for public education would no longer be available for publications such as the *Condition of Education* and the *Digest of Education Statistics*.
- The Department of Education would no longer have timely, comparable state per-pupil expenditure data for use in determining program allocations.
- The Department of Education would no longer have an official roster of public school and education agencies to use in determining the eligibility of applicants for certain grants.
- The Department of Education would no longer have state-level school dropout data for use in policy discussions.

As a statistical collection, discontinuing the CCD would have negative consequences for users outside the Department of Education as well.

- Commercial users would no longer have a universe of schools and education agencies for mailings and for developing their own databases (e.g., QED and MDR).
- The general public would no longer have access to basic data about public education. The current School and District Locators, which are exceeded in the number of visits only by the Department of Education's college loan website, would no longer exist.
- Other federal agencies would not have an up-to-date database of public schools and their locations to use in disaster prevention and recovery planning.

Consequences if collected less frequently. The CCD is an annual collection. The state administrative record systems that supply this data collect the information annually or more often for the states own purposes. There would therefore be little reduction in burden if the CCD were not an annual collection. Changing the CCD from an annual cycle to a less frequent schedule would have several consequences.

- Federal programs using CCD data would have less accurate information upon which to base allocations, plan programs, and operate programs. Programs with annual allocations would have to use old information or estimated updates.
- Surveys that use the CCD would have to use out of date information or follow the CCD's survey cycle. The former would increase the cost and decrease the efficiency and validity of surveys. The latter would flood schools and districts with multiple surveys in a single year.
- Information provided to the public through applications such as the Build a Table and School and District Locator web tools would become less useful because the information would be out of date.
- Annual publications such as the *Digest of Education Statistics* would use out-of-date information in the surveys off years.

**A.7. Explain any special circumstances that require the collection to be collected in a manner (list of conditions follows).**

There are no circumstances that would require the CCD surveys to be reported in a way that would occasion one of the listed conditions.

**A.8. If applicable, provide a copy and identify the date and page number of publication in the Federal Register... describe efforts to consult with persons outside the agency to obtain their views on the availability of data, the clarity of instructions and record keeping, disclosure or reporting format (if any), and on the data elements to be recorded, disclosed, or reported.**

General consultation. NCES consulted its state CCD Coordinators, who are employees of the state education agencies, about the availability of data and the data elements to be revised or added to the CCD. (These items are reflected in the current CCD surveys approved for the 2004–05 school year collection.) This was done through email communication and discussion at the July NCES Data Conferences in 2002 and 2003. Several items under consideration—for example, salaries for instructional staff other than teachers—were abandoned on the basis of feedback from these Coordinators. These Coordinators are listed in appendix C.

NCES reported to the Council of Chief State School Officers Education Information Management Advisory Committee (EIMAC) at its April 2005 meeting. EIMAC's predecessor, EIAC, had endorsed the CCD collections presented here for approval. Appendix C includes this endorsement.

Race/ethnicity categories. The race/ethnicity categories proposed for this CCD collection are not in compliance with the standards the Office of Management and Budget (OMB) established in 1997. This request for clearance follows the current Department of Education policy of using the 1977 race/ethnicity categories for collections of aggregated data. The 1977 classification categories are American Indian/Alaska Native; Asian/Pacific Islander; Black or African American, not Hispanic; Hispanic; and White, not Hispanic. At the time this supporting statement is written, the Department of Education continues to work closely with OMB to determine a standard set of aggregation categories for OMB's 1997 racial/ethnic standards. It is important that all Department collections of aggregated data (i.e., collections from other than individuals) use the same set of categories for aggregating racial/ethnic data to a manageable number. As soon as the Department announces a standard set of aggregation categories, they will be incorporated into the CCD, following the Department's adoption schedule. During this adoption period the CCD will allow states the option of reporting under the five current categories or the new

categories. NCES will develop a procedure for crosswalking data based on the 1977 and 1997 standards and will publish the crosswalk procedure as technical assistance to states and other users of CCD data.

**A.9. Explain any decision to provide any payment or gift to respondents, other than remuneration of contractors or grantees.**

No payments or gifts are offered.

**A.10. Describe any assurance of confidentiality provided to respondents and the basis of the assurance in statute, regulation, or agency policy.**

No such assurances are offered to the state education agencies. NCES does recognize the sensitivity of dropout status and of free or reduced price eligibility status, and masks identification by adjusting any reported count to ensure the total is smaller than total membership by three or more students.

**A.11. Provide additional justification for any questions of a sensitive nature, such as sexual behavior and attitudes, religious beliefs, and other matters that are commonly considered private.**

The CCD data are reported from SEA administrative record systems, and none of the items request information that is commonly considered private. Dropout status and free-lunch eligibility data are reported by states as district and school level aggregates, respectively. NCES adjusts these data to ensure no student can be identified. Dropout counts are an important school outcome indicator. Free or reduced-price lunch status is the best available proxy for socio-economic status.

**A.12. Provide estimates of the hour burden of the collection of information.**

The information reported on the CCD surveys has already been collected by the reporting agencies for the state's own uses. The added burden for the CCD is limited to the state education agency's effort taken in extracting data from files, transferring them to NCES, and responding to edit reports. The BIA and Department of Defense Education Agency (which reports for both stateside and overseas schools) do not report finance data. Therefore, there are 58 respondents to the Nonfiscal surveys and 56 respondents to the NPEFS.

Method for estimating costs. The estimated hours of burden to the states are based upon estimates in the clearance request for school year 2003–04. This is because the change in race/ethnicity categories anticipated in the 2004–05 burden estimate did not take place. Because that did not occur, the addition of racial/ethnic detail to teacher counts on the school universe collection was not introduced.. Increased reporting in 2004–05 included the addition of one categorical data element describing a school (shared time: yes/no) and two items (teacher salary by program and expenditures for textbooks) to the NPEFS.

It was estimated that introducing the shared time flag to the school universe would require 20 hours of programming time for states, and that adding teacher salary by program detail and textbook expenditures added to the NPEFS would require 20 hours of programming. Most states reported the shared time flag for 2004–05, and about half reported the additional finance detail, the burden estimates in this supporting statement assume that these additional hours of work will be needed. NCES assumes that the new items will add 2 hours of burden annually to the school universe and 8 hours to the NPEFS.

The change to a completely electronic reporting system is estimated to have reduced burden hours by 10 percent for the school and agency universe surveys. The hourly staff cost estimates here add 4 percent to the hourly cost estimates in the 2004–05 CCD supporting statement. The 2004–05 estimates were derived from information about the actual cost of employing an SEA staff person to work with NCES testing programs. These staff persons are comparable in knowledge and experience to the technical staff who report the CCD data. Across 51 states, the average hourly rate estimated for technical staff reporting CCD data is estimated to be \$39.63. It was decided, arbitrarily, that 20 percent of the time spent with the CCD

collections is contributed by managers, who are estimated to be paid at double the rate of technicians, or \$79.26 per hour.

#### Estimated Annual Burden and Cost in Reporting CCD Data

Survey	Average Hours	Respondents	Total Hours	Total Cost
<b>Public School Universe</b>		58		
Technician (\$39.63)	42		2436	\$ 96,539
Manager (\$79.26)	10		580	\$ 45,970
<b>Local Agency Universe</b>		58		
Technician (\$39.63)	30		1740	\$ 68,956
Manager (\$79.26)	7		406	\$ 32,180
<b>State Nonfiscal Survey</b>		58		
Technician (\$39.63)	10		580	\$ 22,985
Manager (\$79.26)	3		174	\$ 13,791
<b>State Fiscal Survey</b>		56		
Technician (\$39.63)	69		3864	\$153,130
Manager (\$79.26)	17		952	\$ 75,456
<b>Total</b>			10,732	\$509,007

Estimated cost to state respondents. Burden hours are estimated to total 10,732 a year. The total estimated cost to all state respondents averages \$509,007 over each of the 3 years for which clearance is requested. Adding a 4 percent inflation factor to the second and third years for which clearance is requested would bring the cost for those years to \$529,367 and \$550,542, respectively. This is less than the annual reporting burden estimated for 2004–05, which was 12,040 hours. The decrease occurs because the 2004–05 supporting statement included the burden and cost of introducing new race/ethnicity reporting categories.

**A.13. Provide an estimate of the total annual cost burden to the respondents or record keepers resulting from the collection of information. (Do not include the cost of any hour burden shown in items 12 and 14.)**

There are no additional record keeping costs to the responding state education agencies. All information collected on the CCD is from administrative record systems and is already collected by the state for its own purposes.

**A.14. Provide estimates of annualized cost to the Federal government. Also, provide a description of the method used to estimate cost.**

Method for estimating costs. Annual costs are based on current costs for the CCD. The costs include a 22 percent load on salaries for Department of Education staff. Contractor hours are also loaded costs.

### Estimated Annual Cost of CCD to Federal Government

Cost Type	Year 1	Year 2	Year 3
Dept ED Staff	\$509,172	\$529,475	\$555,949
Census (IAD)	\$3,550,004	\$3,560,004	\$3,570,004
Contracted Staff	\$330,000	\$346,500	\$363,825
Training	\$616,000	\$646,800	\$679,150
Total	\$5,005,176	\$5,082,779	\$5,168,928

Cost. Department of Education staff assigned to the CCD include two FTE GS 14 staff; and two FTE GS 13. One-third FTE of the program manager's time is included; this person is a GS 15. Two full-time research assistants are employed through the Education Statistical Services Institute, a contractor to NCES. Cost estimates apply a 5 percent increase to each year.

Costs reported for the Bureau of the Census include staffing and other charges. The cost was estimated by assuming a 5 percent increase from 2004–05 and in subsequent years. The services of two FTE research assistants are provided through a contract. The cost includes the full cost of salary, benefits, overhead, and fee. Estimates simply added \$5,000 per FTE for Years 2 and 3.

Training costs reflect the cost of general training and professional development for all CCD Coordinators at NCES's Summer Data Conference and the cost of the Management Information Systems Conference. These costs also include three-day training sessions at NCES for new CCD Fiscal and CCD Nonfiscal Coordinators. Training is separate for each group, and each group averages 10 new CCD Coordinators a year. Estimates are based on actual current cost with a 5 percent increase each year.

#### **A.15. Explain the reasons for any program changes or adjustments reported in items 13 or 14 of OMB 83-1.**

Burden to respondents. Burden to respondents changed from the previously approved collection, that for the 2004–05 school year, because the anticipated change in race/ethnicity categories did not occur

Federal costs. Increased costs to the Federal government are attributable to anticipated salary increases for Federal employees, and the addition of two contracted research assistants. These assistants are responsible for reviewing new and published CCD files; resolving questions from the public about locale code assignment, school ID, and other items used by Program Offices; and doing ad hoc statistical analyses for NCES and other data users.

#### **A.16. For collections of information whose results will be published, outline plans for tabulation and publication. Address any complex analytical techniques that will be used. Provide the time schedule for the entire project, including beginning and ending dates of the collection of information, completion of reports, publication dates, and other actions.**

Products. Sections C through F present each component survey in the CCD collection. These sections include tables that illustrate how the data are presented CCD data are typically presented as simple cross-tabulations, for example, average teacher/pupil ratio by state.

NCES's web application, the School and District Locator, presents descriptive information for a single school or district. Build a Table, another web product, allows users to create their own lists, counts or cross-tabulations.

CCD data are published through web applications, as noted above, and short reports that typically include 10 to 20 tables of data presented by state and for the Nation.

Complex analytical techniques are not used with the CCD.

Timeline. The CCD is an annual collection, and the schedule is shown below. Note that the files cannot be closed until the last state is able to report all requested data.

CCD Survey Collection, Processing, Publication	
February	Mail instructions to respondents, open website to receive data.
March	First reporting date. Training for new CCD Coordinators.
September	Close NPEFS file on Tuesday following Labor Day; close nonfiscal files September 30. No files accepted after close-out.
December	Preliminary files available for internal use but not publication.
February	Final per-pupil expenditure data available
March	NCES review of files, file documentation, short reports.
May	Files become public. NCES web database updated. Dropout and completion rate file completed (derived from local education agency file).
June	Dropout and completion file becomes public.
July	Training for all CCD Coordinators.

**A.17. If seeking approval not to display the expiration date for OMB approval of the information collection, explain the reasons that display would be inappropriate.**

NCES displays the OMB expiration date on instructions manuals sent to the state CCD Coordinators.

**A.18. Explain each exception to the certification statement identified in Item 19, “Certification for Paperwork Reduction Act Submissions,” of OMB Form 83-1.**

There are no exceptions to the items in that certification.



## **Part B. Collections of Information Employing Statistical Methods**

The CCD collections do not use statistical methods. The survey system is intended to provide directory and statistical information about the universe of public schools and education agencies. Although the respondents are experts in their states, there are opportunities for potential error, either through technical mishap or misinterpretation of the intent of a survey item. Over the life of the CCD survey system, staff members have developed a series of checks designed to flag these errors for review by the respondent and action by the CCD team. These edits rely on internal logic checks; consistency within specified tolerances over time; and consistency within a given state and type of unit. Items reported as missing or not applicable are confirmed with states and the designation may be changed if the rationale is not convincing. Comparisons with copyrighted proprietary lists have consistently shown CCD statistical quality to be very high.

### **B.1. Describe the potential respondent universe.**

The universe includes the state education agencies, or their equivalent for non-states, for the 50 states, District of Columbia, Bureau of Indian Affairs, Department of Defense Dependents Schools (stateside and overseas), American Samoa, Commonwealth of the Northern Mariana Islands, Guam, Puerto Rico, and the U.S Virgin Islands. The survey response rate is 100 percent in almost every year of the CCD's history. (Guam did not report in 2002–03.).

### **B.2. Describe the procedures for the collection of information.**

None of the procedures described under this item (stratification, estimation, etc.) are used in the CCD collection.

### **B.3. Describe methods to maximize response and deal with the issues of nonresponse.**

Survey response is typically 100 percent. When there is item nonresponse, the item is identified as “missing” on the files and in reports for the school and local agency universes. Imputations are limited to the 50 states and the District of Columbia because the other reporting agencies may be qualitatively different in their structure. A missing response on the state nonfiscal survey is imputed, if the item was reported by the state in the past. The imputation method applies the rate of change among responding states to the prior year's value for the reporting state.

The NPEFS imputes missing values by applying a current year ratio or rate of change, whichever is appropriate, among reporting states to the non-reporting states.

### **B.4. Describe any tests of procedures to be undertaken.**

No such tests will be undertaken. Items are not added to the CCD unless a substantial majority (usually two-thirds percent or more) of respondents say that they can provide the item within 1 year of its introduction. This information is gathered during CCD Coordinator training and at EIAC meetings. State CCD Coordinators also have the opportunity to respond on-line to proposals for new items.

### **B.5. Provide the name and telephone number of individuals consulted on statistical aspects of the design.**

There are no statistical aspects to the design of the CCD collections and thus no individuals were contacted.

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## Part C. CCD State Nonfiscal Survey

### C.1. Discussion of Items

One change is proposed for the current State Nonfiscal Survey. In the past NCES has had access only to published GED reports, which reported annual numbers on a January-through-December calendar. The GED Testing Service may make its files available to NCES in winter 2005. If GED data for persons 19 or younger, on a school year calendar, remain available on a timely basis, this item will be deleted from the SNFS In 2005–06.

The survey items discussed below are included in the Record Layout that follows the discussion. Detailed definitions of the items collected are included in the Glossary, appendix D.

Directory Information. The respondent reports the following directory items.

- State Education Agency Name
- Mailing Address (Street, City, State Name, Zip Code)
- Telephone Number

NCES inserts Survey Year, State FIPS Code, and Postal State Abbreviation Code. This directory information is published; it makes it possible to communicate with the State agency and to link it to the local education agency and school universe files.

Instructional Staff Totals. The respondent reports total FTE of staff in eight categories. These include six teacher categories, instructional aides who assist the teacher, and instructional coordinators or supervisors who provide curriculum or program oversight (e.g., Title I Coordinator) and in-service training. The items are:

- Prekindergarten Teachers
- Kindergarten Teachers
- Elementary Teachers
- Secondary Teachers
- Teachers of Ungraded Classes
- Total Teachers
- Instructional Aides
- Instructional Coordinators and Supervisors.

States apply their own definitions to distinguish elementary and secondary teachers. The item “Total teachers” is optional, but allows a respondent to check the accuracy of the disaggregated teacher category counts. These items provide general descriptive statistics about public education; measure change over time; and make it possible to compute state-level pupil/teacher ratios, and ratios of one staff category to another, for example, instructional aides/teachers.

Support Services Staff Totals. The respondent reports total FTE of staff in 11 categories that include all non-instructional personnel.

- Elementary Guidance Counselors
- Secondary Guidance Counselors
- Total Guidance Counselors

- Library/media Specialists
- Library/media Support Staff
- LEA Administrators
- LEA Administrative Support Staff
- School Administrators
- School Administrative Support Staff
- Student Support Services Staff
- All Other Support Staff

The Total Guidance Counselors item is needed because some states do not distinguish between elementary and secondary counselors. LEA administrative staff includes superintendents, persons with district-wide responsibilities (e.g., business officers) and the support staff such as data processors and secretaries. Similarly, school administrative staff categories include principals, vice-principals, school secretaries, and the like.

Student support services staff provides the services that support instruction. These staff typically, but not always, are licensed, certified, or supervisory staff. They include such persons as attendance officers, speech therapists, social workers, and supervisors of health, transportation, and food service workers.

All other support services staff are those not reported under instructional or student support. This category includes such employees as food service workers, maintenance workers, security staff, and data processing clerks.

The data reported in these items are used for the same purposes as the instructional staff data, described above.

Students by Grade and by Race/Ethnicity. These 16 items ask for the total number of students by grade for grades prekindergarten through 12 and ungraded, and a total membership count. Each grade is broken out by male and female students in each racial/ethnic category. The counts include the number of students in membership (on the rolls) on October 1, or the school day closest to October 1, of the school year reported. The data reported in these items are the official state numbers for NCES publications. Note that they may include students who are not included in the school or LEA universes, for example, students receiving services in another state or students whose education is supervised directly by the State Board of Education.

The aggregated race/ethnicity categories that NCES will collect until the Department of Education adopts different categories are the following. They are in line with the guidance published by OMB in 1977.

Hispanic of any race

Non-Hispanic, American Indian/Alaska Native

Non-Hispanic, Asian/Pacific Islander

Non-Hispanic, Black, or African American

Non-Hispanic, White

These are official counts of public school students that are used for descriptive purpose; for measuring change over time; and for creating ratios such as pupil/teacher ratios.

High School Completers by Race/Ethnicity. The survey requests counts of students who completed high school in the preceding year or subsequent summer. Three categories are included.

- Regular Diploma Recipients
- Equivalency Recipients
- Other High School Completers

Each completion category is reported by the same race/ethnicity aggregations used for student membership.

These three categories exhaust the possible range of high school completion credentials. Regular diploma recipients complete coursework and other requirements that meet or exceed state/district academic standards. Equivalency recipients demonstrate competency in these standards through a test. Other completers meet a set of standards that do not address the state/district academic standards.

It has been noted that NCES plans to replace the High School Equivalency item with data from the GED Testing Service. One state, California, has said that it has some students who receive equivalency diplomas through some means other than the GED test. California will be given the option to report these students; if this is not done, the discrepancy will be noted in NCES reports.

As with the other statistics in the State Nonfiscal collection, the high school completion counts are descriptive and allow examination of changes over time. They also allow examination of differences in numbers and types of credentials awarded to students in different race/ethnicity groups.

## **C.2. Sample Tables**

The sample tables that follow this text give an idea of the statistical uses of the State Nonfiscal Survey. The data are reported annually in CCD publications and in publications such as the *Digest of Education Statistics*. The analysis consists of straightforward tabulations of number, percentages, and some ratios.

Table 1. Number of staff employed by public elementary and secondary school systems and percentage of total staff, by category and state:  
School year 2001–02

State	Total staff	Teachers		Instructional aides		Instructional coordinators and supervisors		Guidance counselors	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>United States</b>	<b>5,902,916<sup>1</sup></b>	<b>2,997,741<sup>2</sup></b>	<b>50.8</b>	<b>675,038<sup>1</sup></b>	<b>11.4</b>	<b>45,934<sup>1</sup></b>	<b>0.8</b>	<b>100,052</b>	<b>1.7</b>
Alabama	88,171 <sup>1</sup>	46,796 <sup>2</sup>	53.1	6,122	6.9	676	0.8	1,658	1.9
Alaska	16,729	8,026	48.0	2,481	14.8	154 <sup>1</sup>	0.9	275	1.6
Arizona	93,976	46,015	49.0	13,179	14.0	145	0.2	1,215	1.3
Arkansas	66,578	33,079	49.7	6,170	9.3	601	0.9	1,459	2.2
California	574,559 <sup>1</sup>	304,296 <sup>2</sup>	53.0	72,554	12.6	6,510	1.1	6,438	1.1
Colorado	87,582	44,182	50.4	10,383	11.9	879	1.0	1,277	1.5
Connecticut	84,884	41,773	49.2	11,857	14.0	386	0.5	1,279	1.5
Delaware	14,172	7,571	53.4	1,332	9.4	166	1.2	240	1.7
District of Columbia	11,391	4,951	43.5	1,508	13.2	19	0.2	241	2.1
Florida	282,696	134,684	47.6	31,206	11.0	666	0.2	5,547	2.0
Georgia	190,054	92,732	48.8	22,625	11.9	1,210	0.6	3,219	1.7
Hawaii	19,464	11,007	56.6	1,671	8.6	500	2.6	646	3.3
Idaho	24,773	13,854	55.9	2,632	10.6	288	1.2	593	2.4
Illinois	255,719 <sup>1</sup>	129,600	50.7	32,955 <sup>1</sup>	12.9	1,295	0.5	2,983	1.2
Indiana	128,938	59,658	46.3	18,337	14.2	1,552	1.2	1,831	1.4
Iowa	69,504	34,906	50.2	8,887	12.8	467	0.7	1,230	1.8
Kansas	65,155	33,084	50.8	7,153	11.0	136	0.2	1,173	1.8
Kentucky	94,826	40,375	42.6	14,302	15.1	742	0.8	1,481	1.6
Louisiana	101,552	49,980	49.2	11,094	10.9	1,303	1.3	3,264	3.2
Maine	34,072	16,741	49.1	5,705	16.7	198	0.6	643	1.9
Maryland	99,282	53,774	54.2	9,361	9.4	863	0.9	2,161	2.2
Massachusetts	125,625 <sup>3</sup>	68,942	54.9	17,452	13.9	2,633	2.1	2,472	2.0
Michigan	214,894	98,849	46.0	25,592	11.9	1,244	0.6	3,136	1.5
Minnesota	104,741	53,081	50.7	14,440	13.8	466	0.4	1,056	1.0
Mississippi	65,154	31,213	47.9	8,561	13.1	592	0.9	952	1.5
Missouri	124,756	65,240	52.3	11,154	8.9	941	0.8	2,673	2.1
Montana	19,501 <sup>1</sup>	10,408	53.4	2,417 <sup>1</sup>	12.4	155	0.8	429	2.2
Nebraska	40,541	21,083	52.0	4,479	11.0	350	0.9	777	1.9
Nevada	33,967	19,276	56.7	2,652	7.8	185	0.5	693	2.0
New Hampshire	29,141	14,677	50.4	5,759	19.8	178 <sup>2</sup>	0.6	748	2.6
New Jersey	193,337	103,611	53.6	21,474	11.1	1,558	0.8	3,551	1.8
New Mexico	44,941	21,823	48.6	5,301	11.8	216	0.5	781	1.7
New York	423,199	209,128	49.4	41,660	9.8	2,081	0.5	6,241	1.5
North Carolina	166,164	85,684	51.6	27,665	16.6	883	0.5	3,370	2.0
North Dakota	14,896	8,035	53.9	1,702	11.4	121	0.8	274	1.8
Ohio	230,007	122,115	53.1	14,886	6.5	489	0.2	3,537	1.5
Oklahoma	76,405	41,632	54.5	6,594	8.6	199	0.3	1,609	2.1
Oregon	57,473	28,402	49.4	8,467	14.7	435	0.8	1,243	2.2
Pennsylvania	229,238	118,470	51.7	24,065	10.5	1,460	0.6	4,183	1.8
Rhode Island	18,583	11,103	59.7	2,301	12.4	64	0.3	348	1.9
South Carolina	71,732 <sup>1</sup>	46,616	65.0	10,995 <sup>1</sup>	15.3	609	0.8	1,722	2.4
South Dakota	18,512	9,370	50.6	2,162	11.7	383	2.1	323	1.7
Tennessee	111,926 <sup>1</sup>	58,357	52.1	12,661	11.3	1,094 <sup>2</sup>	1.0	1,854	1.7
Texas	582,555	282,846	48.6	58,283	10.0	1,517	0.3	9,713	1.7
Utah	41,111	22,211	54.0	5,496	13.4	622	1.5	666	1.6
Vermont	18,050	8,554	47.4	4,007	22.2	278	1.5	399	2.2
Virginia	165,249	89,314	54.0	15,725	9.5	1,770	1.1	3,408	2.1
Washington	112,021	52,534	46.9	10,044	9.0	4,636	4.1	1,966	1.8
West Virginia	37,676	20,139	53.5	3,087	8.2	334	0.9	665	1.8
Wisconsin	113,525	60,918	53.7	12,780	11.3	1,581	1.4	2,049	1.8
Wyoming	13,919	7,026	50.5	1,663	11.9	104	0.7	361	2.6
..... Outlying Areas, DoD Dependents Schools, and Bureau of Indian Affairs									
Bureau of Indian Affairs	—	—	—	—	—	—	—	—	—
DoDDS: DoDs Overseas	7,889	5,154	65.3	532	6.7	140	1.8	234	3.0
DDESS: DoDs Domestic	4,321	2,486	57.5	419	9.7	53	1.2	108	2.5
American Samoa	1,686	914	54.2	132	7.8	36	2.1	48	2.8
Guam	3,765	1,918	50.9	700	18.6	156	4.1	29	0.8
Northern Marianas	1,019	519	50.9	198	19.4	5	0.5	13	1.3
Puerto Rico	75,254	42,906	57.0	229	0.3	305	0.4	1,003	1.3
Virgin Islands	—	—	—	—	—	—	—	—	—

See notes at end of table.

Table 1. Number of staff employed by public elementary and secondary school systems and percentage of total staff, by category and state:  
School year 2001–02—Continued

State	Librarians		Student/other support staff <sup>4</sup>		School administrators		School district administrators		Administrative support staff <sup>5</sup>	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>United States</b>	<b>54,349</b>	<b>0.9</b>	<b>1,392,677<sup>1</sup></b>	<b>23.6</b>	<b>160,806</b>	<b>2.7</b>	<b>63,351</b>	<b>1.1</b>	<b>412,968<sup>1</sup></b>	<b>7.0</b>
Alabama	1,332	1.5	23,678	26.9	3,307	3.8	1,241	1.4	3,361	3.8
Alaska	147	0.9	3,093	18.5	804	4.8	273	1.6	1,476	8.8
Arizona	811	0.9	22,941	24.4	2,140	2.3	386	0.4	7,144	7.6
Arkansas	1,016	1.5	18,553	27.9	1,734	2.6	673	1.0	3,293	4.9
California	1,396	0.2	111,808 <sup>2</sup>	19.5	13,225	2.3	2,711	0.5	55,621	9.7
Colorado	852	1.0	20,295	23.2	2,289	2.6	932	1.1	6,493	7.4
Connecticut	767	0.9	20,439	24.1	2,205	2.6	1,312	1.5	4,866	5.7
Delaware	124	0.9	3,365	23.7	359	2.5	262	1.8	753	5.3
District of Columbia	119	1.0	3,583	31.5	279	2.4	49	0.4	642	5.6
Florida	2,667	0.9	71,093	25.1	6,516	2.3	1,715	0.6	28,602	10.1
Georgia	2,114	1.1	51,922	27.3	4,755	2.5	1,764	0.9	9,713	5.1
Hawaii	289	1.5	3,642	18.7	517	2.7	139	0.7	1,053	5.4
Idaho	188	0.8	5,042	20.4	715	2.9	122	0.5	1,339	5.4
Illinois	1,934	0.8	59,350 <sup>1</sup>	23.2	6,315	2.5	3,963	1.5	17,324 <sup>1</sup>	6.8
Indiana	1,065	0.8	34,952	27.1	2,950	2.3	985	0.8	7,608	5.9
Iowa	647	0.9	15,419	22.2	2,197	3.2	980	1.4	4,771	6.9
Kansas	975	1.5	16,515	25.3	1,754	2.7	1,258	1.9	3,107	4.8
Kentucky	1,147	1.2	24,043	25.4	2,461	2.6	1,214	1.3	9,061	9.6
Louisiana	1,201	1.2	27,904	27.5	2,585	2.5	398	0.4	3,823	3.8
Maine	241	0.7	7,236 <sup>2</sup>	21.2	916	2.7	560	1.6	1,832 <sup>2</sup>	5.4
Maryland	1,112	1.1	23,373	23.5	3,023	3.0	899	0.9	4,716	4.8
Massachusetts	823	0.7	20,190	16.1	2,577	2.1	654	0.5	9,882 <sup>3</sup>	7.9
Michigan	1,612	0.8	66,854	31.1	5,574	2.6	2,084	1.0	9,949	4.6
Minnesota	1,015	1.0	21,448 <sup>2</sup>	20.5	2,052	2.0	1,909	1.8	9,274	8.9
Mississippi	956	1.5	16,387	25.2	1,706	2.6	969	1.5	3,818	5.9
Missouri	1,621	1.3	25,865 <sup>2</sup>	20.7	2,996	2.4	1,254	1.0	13,012 <sup>2</sup>	10.4
Montana	359	1.8	3,808 <sup>1</sup>	19.5	504	2.6	150	0.8	1,271 <sup>1</sup>	6.5
Nebraska	565	1.4	9,623	23.7	994	2.5	572	1.4	2,098	5.2
Nevada	317	0.9	7,540	22.2	972	2.9	272	0.8	2,060	6.1
New Hampshire	286	1.0	5,307 <sup>2</sup>	18.2	521	1.8	476	1.6	1,189 <sup>2</sup>	4.1
New Jersey	1,858	1.0	38,613	20.0	4,790	2.5	1,855	1.0	16,027	8.3
New Mexico	283	0.6	10,922	24.3	1,017	2.3	1,250	2.8	3,348	7.4
New York	3,180	0.8	117,681	27.8	7,915	1.9	2,954	0.7	32,359	7.6
North Carolina	2,289	1.4	39,919	24.0	4,681	2.8	1,601	1.0	72	0.0
North Dakota	198	1.3	3,260	21.9	391	2.6	431	2.9	484	3.2
Ohio	1,630	0.7	51,310	22.3	5,308	2.3	6,203	2.7	24,529	10.7
Oklahoma	1,043	1.4	17,110	22.4	2,043	2.7	723	0.9	5,452	7.1
Oregon	582	1.0	11,002	19.1	1,664	2.9	804	1.4	4,874	8.5
Pennsylvania	2,217	1.0	57,294	25.0	4,418	1.9	1,578	0.7	15,553	6.8
Rhode Island	61	0.3	2,721	14.6	444	2.4	199	1.1	1,342	7.2
South Carolina	1,123	1.6	1,562 <sup>1</sup>	2.2	3,053	4.3	272	0.4	5,780 <sup>1</sup>	8.1
South Dakota	167	0.9	4,446	24.0	427	2.3	438	2.4	796	4.3
Tennessee	1,506	1.3	23,550 <sup>2</sup>	21.0	4,819	4.3	1,117	1.0	6,968 <sup>2</sup>	6.2
Texas	4,719	0.8	153,550	26.4	28,779	4.9	7,956	1.4	35,192	6.0
Utah	311	0.8	7,953	19.3	997	2.4	167	0.4	2,688	6.5
Vermont	229	1.3	3,085	17.1	422	2.3	146	0.8	930	5.2
Virginia	2,040	1.2	36,003	21.8	4,034	2.4	2,779	1.7	10,176	6.2
Washington	1,321	1.2	31,036	27.7	2,709	2.4	1,163	1.0	6,612	5.9
West Virginia	393	1.0	9,465	25.1	1,063	2.8	339	0.9	2,191	5.8
Wisconsin	1,383	1.2	23,849	21.0	2,567	2.3	949	0.8	7,449	6.6
Wyoming	118	0.8	3,078	22.1	323	2.3	251	1.8	995	7.1
Outlying Areas, DoD Dependents Schools, and Bureau of Indian Affairs										
Bureau of Indian Affairs	—	—	—	—	—	—	—	—	—	—
DoDDS: DoDs Overseas	156	2.0	646	8.2	276	3.5	39	0.5	712	9.0
DDESS: DoDs Domestic	70	1.6	685	15.9	120	2.8	36	0.8	344	8.0
American Samoa	6	0.4	271	16.1	78	4.6	37	2.2	164	9.7
Guam	13	0.3	215	5.7	55	1.5	20	0.5	659	17.5
Northern Marianas	0	0	144	14.1	31	3.0	9	0.9	100	9.8
Puerto Rico	1,006	1.3	22,122	29.4	1,484	2.0	1,602	2.1	4,597	6.1
Virgin Islands	—	—	—	—	—	—	—	—	—	—

— Not available.

<sup>1</sup> Data imputed based on current year (fall 2001) data.

<sup>2</sup> Data disaggregated from reported total.

<sup>3</sup> Data imputed based on prior year (fall 2000) data.

<sup>4</sup> Student/other support services include library support staff, student support services staff, and all other non-administrative support staff.

<sup>5</sup> Administrative support staff includes district and school level administrative support staff.

NOTE: All staff counts are full-time-equivalency (FTE) counts.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "State Nonfiscal Survey of Public Elementary/Secondary Education," 2001–02.

Table 2. Number of public high school completers, by state: School year 2000–01

State	Total high school completers	Diploma recipients	Other high school completers	High school equivalency recipients <sup>2</sup>
<b>United States</b>	—	<b>2,568,956</b>	<b>42,452<sup>1</sup></b>	—
Alabama	42,899	37,082	2,531	3,286
Alaska	8,273	6,812	17	1,444
Arizona	—	46,773	770	—
Arkansas	33,406	27,100	1,919	4,387
California	—	315,189	†	—
Colorado	45,592	39,241	129	6,222
Connecticut	31,631	30,388	54	1,189
Delaware	6,984	6,614	98	272
District of Columbia	—	2,808	235	—
Florida	132,167	111,112	4,898	16,157
Georgia	—	62,499	6,716	—
Hawaii	—	10,102	221	—
Idaho	—	15,941	80	—
Illinois	—	110,624	†	—
Indiana	—	56,172	2,135	—
Iowa	38,324	33,774	135	4,415
Kansas	—	29,360	†	—
Kentucky	—	36,957	336	—
Louisiana	43,707	38,314	982	4,411
Maine	12,982	12,654	19	309
Maryland	—	49,222	347	—
Massachusetts	—	54,393	†	—
Michigan	97,923	96,515	634	774
Minnesota	63,500	56,581	†	6,919
Mississippi	26,160	23,748	2,014	398
Missouri	59,866	54,138	99	5,629
Montana	12,207	10,628	†	1,579
Nebraska	—	19,658	174	—
Nevada	18,133	15,127	680	2,326
New Hampshire	—	12,294	—	1,224
New Jersey	78,609	76,130	†	2,479
New Mexico	20,675	18,199	155	2,321
New York	165,239	141,884	5,421	17,934
North Carolina	71,319	63,288	666	7,365
North Dakota	10,623	8,445	†	2,178
Ohio	117,389	111,281	†	6,108
Oklahoma	47,578	37,458	†	10,120
Oregon	40,570	29,939	3,182	7,449
Pennsylvania	124,735	114,436	†	10,299
Rhode Island	9,330	8,603	14	713
South Carolina	—	29,742	835	—
South Dakota	—	8,881	†	—
Tennessee	—	40,642	4,021	—
Texas	216,700	215,316	†	1,384
Utah	34,309	31,036	160	3,113
Vermont	6,904	6,856	20	28
Virginia	74,846	66,067	2,526	6,253
Washington	57,522	55,081	155	2,286
West Virginia	20,103	18,440	12	1,651
Wisconsin	—	59,341	—	9,105
Wyoming	—	6,071	62	—
Outlying Areas, DoD Dependents Schools, and Bureau of Indian Affairs				
Bureau of Indian Affairs	—	—	—	—
DoDDS: DoDs Overseas	2,621	2,621	†	—
DDESS: DoDs Domestic	568	568	†	—
American Samoa	781	722	2	57
Guam	—	1,371	†	—
Northern Marianas	—	361	—	—
Puerto Rico	45,755	30,154	2,420	13,181
Virgin Islands	—	966	—	—

— Not available.

† Not applicable.

<sup>1</sup>Includes individuals who receive certificates of attendance or some other credential in lieu of diplomas. Total other high school completers does not include New Hampshire and Wisconsin.<sup>2</sup>Includes recipients ages 19 or younger, except in Minnesota, where they are ages 20 or younger

NOTE: High school completers categories may include students not included in 12th-grade membership in the 2000-01 school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data,

"State Nonfiscal Survey of Public Elementary/Secondary Education," 2001–02.



### C.3. Record Layout

The record layout that follows the sample table indicates the size of the report when items are broken out by gender and/or race/ethnicity. It includes only a sample for each item, e.g., only American Indian/Alaska native rather than each race/ethnicity break-out. Items that are inserted by NCES are noted with an asterisk on the variable name. None of the imputation flag variables are reported. Items broken out by race and ethnicity (e.g., number of kindergarten students) are shown as a single entry, not as a separate entry for each of the 11 categories.

#### Record Layout, Common Core of Data State Nonfiscal Survey

Variable name	Field length	Data type	Description
SURVYEAR*	4	N	STARTING YEAR OF SURVEY (2004)
FIPST*	2	N	FED INFO PROCESSING STD CODES (01–78)
STABR*	2	AN	POSTAL STATE ABBREVIATION CODES
SEANAME	35	AN	NAME OF STATE EDUCATION AGENCY
STREET	25	AN	MAILING ADDRESS
CITY	18	AN	CITY
STNAME	25	AN	NAME OF THE STATE
ZIP	5	AN	FIRST FIVE DIGITS OF THE ZIP CODE
ZIP4	5	AN	A DASH AND FOUR DIGITS OF THE ZIP CODE
PHONE	14	AN	AREA CODE AND LOCAL PHONE NUMBER
PKTCH	5	N	PREKINDERGARTEN TEACHERS
KGTCH	5	N	KINDERGARTEN TEACHERS
ELMTCH	6	N	ELEMENTARY TEACHERS
SECTCH	6	N	SECONDARY TEACHERS
UGTCH	5	N	TEACHERS OF UNGRADED CLASSES
TOTTCH	6	N	TOTAL FTE OF TEACHERS
AIDES	5	N	INSTRUCTIONAL AIDES
CORSUP	5	N	INSTRUCTIONAL COORDINATORS & SUPERVISORS
ELMGUI	4	N	ELEMENTARY GUIDANCE COUNSELORS/DIRECTORS
SECGUI	4	N	SECONDARY GUIDANCE COUNSELORS/DIRECTORS
TOTGUI	4	N	TOTAL GUIDANCE COUNSELORS/DIRECTORS
LIBSPE	4	N	LIBRARIANS
LIBSUP	4	N	LIBRARY SUPPORT STAFF
LEAADM	5	N	LEA ADMINISTRATORS
LEASUP	5	N	ADMINISTRATIVE SUPPORT STAFF
SCHADM	5	N	SCHOOL ADMINISTRATORS
SCHSUP	5	N	SCHOOL ADMINISTRATIVE SUPPORT STAFF

<b>Variable name</b>	<b>Field length</b>	<b>Data type</b>	<b>Description</b>
STUSUP	5	N	STUDENT SUPPORT SERVICES
OTHSUP	6	N	ALL OTHER SUPPORT SERVICES STAFF
PK	6	N	PREKINDERGARTEN STUDENTS (by 5 race and ethnicity categories)
KG	6	N	KINDERGARTEN STUDENTS (by 5 race and ethnicity categories)
G01	6	N	GRADE 1 STUDENTS (by 5 race and ethnicity categories)
G02	6	N	GRADE 2 STUDENTS (by 5 race and ethnicity categories)
G03	6	N	GRADE 3 STUDENTS (by 5 race and ethnicity categories)
G04	6	N	GRADE 4 STUDENTS (by 5 race and ethnicity categories)
G05	6	N	GRADE 5 STUDENTS (by 5 race and ethnicity categories)
G06	6	N	GRADE 6 STUDENTS (by 5 race and ethnicity categories)
G07	6	N	GRADE 7 STUDENTS (by 5 race and ethnicity categories)
G08	6	N	GRADE 8 STUDENTS (by 5 race and ethnicity categories)
G09	6	N	GRADE 9 STUDENTS (by 5 race and ethnicity categories)
G10	6	N	GRADE 10 STUDENTS (by race and ethnicity categories)
G11	6	N	GRADE 11 STUDENTS (by 5 race and ethnicity categories)
G12	6	N	GRADE 12 STUDENTS (by 5 race and ethnicity categories)
UG	6	N	UNGRADED STUDENTS (by 5 race and ethnicity categories)
MEMBER	8	N	TOTAL STUDENTS (by 5 race and ethnicity categories)
REGDIP	6	N	REGULAR AND OTHER DIPLOMA RECIPIENTS (by 5 race and ethnicity categories)
OTHCOM	6	N	OTHER H.S. COMPLETERS (by 5 race and ethnicity categories)

## Part D. CCD Public Elementary/Secondary Local Education Agency Survey

### D.1. Discussion of Items

No changes are proposed for the current Local Education Agency (LEA) Survey. The survey items discussed below are included in the Record Layout that follows the discussion. Detailed definitions of the items collected are included in the Glossary, appendix D.

Directory Information. The respondent reports several directory items. They include the following.

- NCES Education Agency ID code
- State's own Education Agency ID code
- Local Education Agency Name
- Mailing Address (Street, City, State Name, Zip Code)
- Physical Location Address (Street, City, State Name, Zip Code)
- Telephone Number
- County Name
- FIPS County Code (This is the county that matches the physical location address.)

NCES inserts "Survey Year."

Mailing address and physical location are used for different purposes (geo-coding relies on physical location) and may differ. The NCES ID code is a unique 7-digit identifier whose first 2 digits are the state FIPS code. This directory information is published; it makes it possible to communicate with the LEA and to link it to the state and school universe files.

Classification Items. Four items make it possible to classify LEAs for sampling, descriptive, or analytical purposes.

- Education Agency Type Code
- Operational Status Code
- Grade Span Offered—Lowest Grade
- Grade Span Offered—Highest Grade

Type code identifies the agency as a regular school district (Type 1 or Type 2, which is a component of a supervisory union in which several districts share administrative services); a supervisory union administrative center (Type 3); a regional education service agency, which provides specialized services to other agencies (Type 4); an agency operated by the state or Federal government (Types 5 and 6, respectively) or an agency that does not fall within any of these categories (Type 7).

Operational status code describes the agency's status in comparison with what was reported in the previous year. An agency can be open; closed since the previous year; new; added (open but not reported in the previous year); changed significantly in its geographic boundary or instructional responsibilities; inactive, or closed with plans to reopen within 3 years; or future, scheduled to be operational within 2 years. This item is critical for efficient sampling and for linking agencies across years.

Highest and lowest grades offered are a measure of grade span. Because small LEAs may not have students enrolled in every grade each year, this item is needed to categorize LEAs by instructional level and to draw samples that will be accurate when the survey or test is in the field a year or more later.

Instructional Staff Totals. The respondent reports total FTE of instructional staff in eight categories. They are the same categories reported on the State Nonfiscal Survey. These include six teacher categories, instructional aides who assist the teacher, and instructional coordinators or supervisors who provide curriculum or program oversight (e.g., Title I Coordinator) and in-service training. The items are the following.

- Prekindergarten Teachers
- Kindergarten Teachers
- Elementary Teachers
- Secondary Teachers
- Teachers of Ungraded Classes
- Total Teachers
- Instructional Aides
- Instructional Coordinators and Supervisors.

States apply their own definitions to distinguish elementary and secondary teachers. The item “Total teachers” is optional, but allows a respondent to check the accuracy of the disaggregated teacher category counts. These items provide general descriptive statistics about public education; measure change over time; and make it possible to compute state-level pupil/teacher ratios, and ratios of one staff category to another, for example, instructional aides/teachers. Instructional staff data can be analyzed by any of the geographic or categorization variables included in the LEA survey.

Support Services Staff Totals. The respondent reports total FTE of staff in 11 categories that include all non-instructional personnel. These are the same categories reported in the State Nonfiscal Survey.

- Elementary Guidance Counselors
- Secondary Guidance Counselors
- Total Guidance Counselors
- Library/media Specialists
- Library/media Support Staff
- LEA Administrators
- LEA Administrative Support Staff
- School Administrators
- School Administrative Support Staff
- Student Support Services Staff
- All Other Support Staff

The Total Guidance Counselors item is needed because some states do not distinguish between elementary and secondary counselors. LEA administrative staff includes superintendents, persons with district-wide responsibilities (e.g., business officers) and the support staff such as data processors and secretaries. Similarly, school administrative staff categories include principals, vice-principals, school secretaries, and the like.

Student support services staff provides the services that support instruction. These staff typically, but not necessarily, are licensed, certified, or supervisory staff. They include such persons as attendance officers, speech therapists, social workers, and supervisors of health, transportation, and food service workers.

All other support services staff are those not reported under instructional or student support. This category includes such employees as food service workers, maintenance workers, security staff, and data processing clerks.

The data reported in these items are used for the same purposes as the instructional staff data, described above.

Students. The LEA survey includes two student counts: a count of ungraded students and a count of students enrolled in any of grades prekindergarten through 12. This level of detail is sufficient to account for students served by the LEA but not reported in its schools on the School Universe survey.

Program Participants. The LEA survey includes the number of students in each of three program areas.

- Special education students
- Migrant students
- English language learners

The count of special education students asks for a headcount of all students with an individual education program (IEP) on or near December 1, the date of the special education child count used for funding purposes. The statistic differs from collections by the Office of Special Education Programs in that it is at the LEA level and includes all students receiving services, regardless of age.

The LEA survey reports the number of migrant students served in programs during the summer preceding the reported year. That is, for the 2004–05 school year states would report migrant students served in the summer of 2004. The count is requested at the LEA level because state CCD Coordinators informed NCES that summer migrant programs are typically considered a district-wide, not a school-level, program. This may be a duplicated head count if migrant students participated in programs in two or more LEAs. The statistic provides a measure of the location and volume of summer migrant student services.

English language learners (ELL students) are reported at the district level. These are students served in appropriate programs. The statistic is based on the October 1 membership figure reported on the CCD. This statistic provides sub-state counts of ELL students.

High School Completers by Gender and Race/Ethnicity. The survey requests counts of students who completed high school in the preceding year or subsequent summer. Two categories are included: Regular Diploma Recipients and Other High School Completers.

Each completion category is reported by gender and race/ethnicity. The aggregations are those discussed in Part C, the State Nonfiscal Survey.

Regular diploma recipients complete coursework and other requirements that meet or exceed state/district academic standards. Other completers meet a set of standards that do not address the state/district academic standards. The LEA survey does not ask for a count of equivalency recipients because these diplomas/credentials are typically issued by the State Board of Education. However, NCES is exploring the use of equivalency counts from the GED Testing Service. Those files identify the LEA in which the test taker was last enrolled. This would make it possible for NCES to add LEA-level equivalency data to the CCD files.

Completers are reported by gender within race/ethnicity category. This allows data about high school completers to be analyzed at the same level of disaggregation as that for dropouts.

As with the other statistics in the LEA collection, the high school completion counts are descriptive and allow examination of changes over time. They also allow examination of differences in numbers and types of credentials awarded to male and female students and students in different race/ethnicity groups.

Dropouts by Gender and Race/Ethnicity. The CCD is the Nation's only annual state-level count of the number of students who drop out of public school. The LEA survey collects the number of dropouts, by gender and race/ethnicity, for each of grades 7 through 12, for the year previous to the survey year. That is, states report the number of 2004–05 dropouts on the 2005–06 CCD.

A dropout is defined as a student who was enrolled at any time during the previous year (2004–05 in the example above) but is not enrolled at the beginning of the current school year (October 1, 2005, in the same example). High school completers, transfers to another elementary or secondary school, and students who are ill are not considered dropouts. Students whose enrollment status is unknown are counted as dropouts. A thorough description of the criteria for determining dropout status is included in appendix E.

## **D.2. Sample Tables**

The sample tables that follow this text give an idea of the statistical uses of the Public Elementary/Secondary Local Education Agency Survey. The data are reported annually in CCD publications and in publications such as the *Digest of Education Statistics* and *Dropout Rates in the United States*. The analysis consists of straightforward tabulations of number, percentages, and some ratios.

Table 3. Number and percentage of public elementary and secondary education agencies, by type of agency and by state:  
School year 2001–02

State	Total agencies	Regular school districts <sup>1</sup>		Regional education service agencies & supervisory union administrative centers		State-operated agencies		Other agencies <sup>2</sup>	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>United States</b>	<b>17,085</b>	<b>14,559</b>	<b>85.2</b>	<b>1,302</b>	<b>7.6</b>	<b>158</b>	<b>0.9</b>	<b>1,066</b>	<b>6.2</b>
Alabama	131	128	97.7	0	0.0	3	2.3	0	0.0
Alaska	55	53	96.4	0	0.0	2	3.6	0	0.0
Arizona	513	323	63.0	6	1.2	2	0.4	182	35.5
Arkansas	338	312	92.3	15	4.4	3	0.9	8	2.4
California	1,056	986	93.4	58	5.5	12	1.1	0	0.0
Colorado	200	178	89.0	22	11.0	0	0.0	0	0.0
Connecticut	197	166	84.3	6	3.0	7	3.6	18	9.1
Delaware	30	19	63.3	1	3.3	0	0.0	10	33.3
District of Columbia	34	1	2.9	0	0.0	0	0.0	33	97.1
Florida	73	67	91.8	0	0.0	1	1.4	5	6.8
Georgia	180	180	100.0	0	0.0	0	0.0	0	0.0
Hawaii	1	1	100.0	0	0.0	0	0.0	0	0.0
Idaho	115	114	99.1	0	0.0	1	0.9	0	0.0
Illinois	1,060	893	84.2	162	15.3	5	0.5	0	0.0
Indiana	326	294	90.2	28	8.6	3	0.9	1	0.3
Iowa	386	371	96.1	15	3.9	0	0.0	0	0.0
Kansas	304	304	100.0	0	0.0	0	0.0	0	0.0
Kentucky	196	176	89.8	18	9.2	2	1.0	0	0.0
Louisiana	88	66	75.0	0	0.0	8	9.1	14	15.9
Maine	325	282	86.8	39	12.0	3	0.9	1	0.3
Maryland	24	24	100.0	0	0.0	0	0.0	0	0.0
Massachusetts	479	350	73.1	86	18.0	1	0.2	42	8.8
Michigan	799	554	69.3	57	7.1	4	0.5	184	23.0
Minnesota	485	417	86.0	63	13.0	5	1.0	0	0.0
Mississippi	162	152	93.8	0	0.0	10	6.2	0	0.0
Missouri	530	524	98.9	0	0.0	2	0.4	4	0.8
Montana	531	452	85.1	77	14.5	2	0.4	0	0.0
Nebraska	671	555	82.7	111	16.5	5	0.7	0	0.0
Nevada	18	17	94.4	0	0.0	1	5.6	0	0.0
New Hampshire	257	178	69.3	79	30.7	0	0.0	0	0.0
New Jersey	665	603	90.7	12	1.8	0	0.0	50	7.5
New Mexico	89	89	100.0	0	0.0	0	0.0	0	0.0
New York	787	703	89.3	38	4.8	0	0.0	46	5.8
North Carolina	212	121	57.1	0	0.0	2	0.9	89	42.0
North Dakota	263	222	84.4	38	14.4	3	1.1	0	0.0
Ohio	817	662	81.0	60	7.3	3	0.4	92	11.3
Oklahoma	566	543	95.9	0	0.0	0	0.0	23	4.1
Oregon	221	198	89.6	21	9.5	2	0.9	0	0.0
Pennsylvania	695	501	72.1	101	14.5	15	2.2	78	11.2
Rhode Island	41	36	87.8	0	0.0	1	2.4	4	9.8
South Carolina	103	89	86.4	14	13.6	0	0.0	0	0.0
South Dakota	199	176	88.4	18	9.0	5	2.5	0	0.0
Tennessee	138	138	100.0	0	0.0	0	0.0	0	0.0
Texas	1,254	1,040	82.9	20	1.6	14	1.1	180	14.4
Utah	46	40	87.0	4	8.7	2	4.3	0	0.0
Vermont	354	292	82.5	60	16.9	1	0.3	1	0.3
Virginia	199	137	68.8	38	19.1	23	11.6	1	0.5
Washington	305	296	97.0	9	3.0	0	0.0	0	0.0
West Virginia	57	55	96.5	0	0.0	2	3.5	0	0.0
Wisconsin	452	433	95.8	16	3.5	3	0.7	0	0.0
Wyoming	58	48	82.8	10	17.2	0	0.0	0	0.0
Outlying areas, DoD Dependents Schools, and Bureau of Indian Affairs									
DoDDS: DoDs Overseas	9	0	0.0	0	0.0	0	0.0	9	100.0
DDESS: DoDs Domestic	17	0	0.0	0	0.0	0	0.0	17	100.0
Bureau of Indian Affairs	24	0	0.0	0	0.0	0	0.0	24	100.0
American Samoa	1	1	100.0	0	0.0	0	0.0	0	0.0
Guam	1	1	100.0	0	0.0	0	0.0	0	0.0
Northern Marianas	1	1	100.0	0	0.0	0	0.0	0	0.0
Puerto Rico	1	1	100.0	0	0.0	0	0.0	0	0.0
Virgin Islands	1	1	100.0	0	0.0	0	0.0	0	0.0

<sup>1</sup> Regular school districts include those that are components of supervisory unions.

<sup>2</sup> DoD and BIA agencies are federal agencies, as is one additional agency in Virginia. Charter school agencies make up 960 of the other agencies. For example, the District of Columbia reports each charter school as a separate agency.

NOTE: Detail may not sum to total because of rounding. U.S. totals include the 50 states and the District of Columbia.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2001–02.

Table 4. Percentage of dropouts in the 100 largest school districts in the United States and jurisdictions: School year 1999–2000

Name of reporting district	State	Percentage of Dropouts					
		Grade 9	Grade 10	Grade 11	Grade 12	Grade 9–12	Grade 7–12
New York City Public Schools	NY	—	—	—	—	—	—
Los Angeles Unified	CA	—	—	—	—	—	—
Puerto Rico Department of Education	PR <sup>1</sup>	0.5	1.2	1.0	0.9	0.9	0.8
City of Chicago School District	IL <sup>1</sup>	18.7	15.7	15.5	9.8	15.8	10.4
Dade County School District	FL	—	—	—	—	—	—
Broward County School District	FL	—	—	—	—	—	—
Clark County School District	NV	2.3	4.8	8.2	15.4	7.1	4.8
Houston Independent School District	TX	9.7	8.5	6.0	24.6	11.2	7.6
Philadelphia City School District	PA	8.0	13.3	11.6	15.9	11.5	7.5
Hawaii Department of Education	HI	—	—	—	—	—	—
Detroit City School District	MI	—	—	—	—	—	—
Dallas Independent School District	TX	5.3	7.4	5.1	8.3	6.3	4.3
Hillsborough County School District	FL	—	—	—	—	—	—
Fairfax County Public Schools	VA <sup>1</sup>	2.8	2.8	3.4	6.1	3.7	2.7
Palm Beach County School District	FL	—	—	—	—	—	—
Orange County School District	FL	—	—	—	—	—	—
San Diego City Unified	CA	—	—	—	—	—	—
Prince Georges County Public Schools	MD <sup>1</sup>	2.9	2.9	2.7	2.6	2.8	1.8
Montgomery County Public Schools	MD <sup>1</sup>	1.4	1.8	2.0	2.2	1.8	1.2
Duval County School District	FL	—	—	—	—	—	—
Memphis City School District	TN <sup>1</sup>	7.8	9.0	8.8	8.3	8.4	6.2
Pinellas County School District	FL	—	—	—	—	—	—
Baltimore County Public Schools	MD <sup>1</sup>	2.7	3.9	4.6	3.6	3.6	2.4
Gwinnett County School District	GA	4.0	3.7	4.1	4.3	4.0	2.7
Baltimore City Public School System	MD <sup>1</sup>	10.7	10.2	9.9	11.4	10.5	6.7
Charlotte-Mecklenburg Schools	NC	—	—	—	—	—	—
Milwaukee School District	WI	9.8	11.2	10.4	10.7	10.4	7.9
Jefferson (KY) County	KY	7.2	9.4	8.8	4.5	7.6	5.2
De Kalb County School District	GA	9.0	8.3	8.7	8.5	8.7	6.6
Wake County Schools	NC	—	—	—	—	—	—
Cobb County School District	GA	3.1	4.2	4.6	5.2	4.2	2.8
Long Beach Unified	CA	—	—	—	—	—	—
Jefferson (CO) County	CO	—	—	—	—	—	—
Albuquerque Public Schools	NM	9.3	9.6	8.2	7.6	8.8	6.3
Orleans Parish School Board	LA	9.9	8.6	8.6	13.1	9.9	8.3
Fresno Unified	CA	—	—	—	—	—	—
Polk County School District	FL	—	—	—	—	—	—
Fort Worth Independent School District	TX	7.1	9.7	8.5	12.3	9.0	6.4
Austin Independent School District	TX	5.2	7.6	6.9	9.0	6.9	4.8
Virginia Beach City Public Schools	VA <sup>1</sup>	4.7	4.3	4.8	5.9	4.9	3.3
Cleveland City School District	OH	29.6	25.9	23.1	20.9	26.1	20.4
Anne Arundel County Public Schools	MD <sup>1</sup>	4.1	5.2	6.1	3.3	4.7	3.0
Jordan School District	UT	1.7	3.4	3.6	5.5	3.6	2.9
Granite School District	UT	2.6	5.7	9.7	17.7	8.9	6.9
Mesa Unified School District	AZ	—	—	—	—	—	—
District of Columbia Public Schools	DC	7.5	7.6	7.2	6.0	7.2	6.3
Nashville-Davidson County School District	TN <sup>1</sup>	5.9	6.1	6.1	7.0	6.2	4.4
Denver County	CO	—	—	—	—	—	—
Brevard County School District	FL	—	—	—	—	—	—
Fulton County School District	GA	3.2	4.4	6.0	6.8	4.9	3.2
Columbus City School District	OH	19.6	15.8	16.7	21.5	18.3	14.1
Mobile County School District	AL <sup>1</sup>	4.6	4.3	4.6	3.4	4.3	2.8
Boston School District	MA	10.3	10.8	9.2	9.0	9.9	6.9
Tucson Unified District	AZ	—	—	—	—	—	—
Northside Independent School District	TX	3.7	3.5	4.2	8.4	4.7	3.3
Guilford County Schools	NC	—	—	—	—	—	—
El Paso Independent School District	TX	3.8	5.2	5.3	8.6	5.4	3.8
San Francisco Unified	CA	—	—	—	—	—	—
Volusia County School District	FL	—	—	—	—	—	—
Cypress-Fairbanks Independent School District	TX	1.2	1.5	1.5	1.5	1.4	1.0
Davis School District	UT	0.3	0.3	0.4	0.5	0.4	0.4
Atlanta City School District	GA	8.1	7.9	7.3	6.7	7.6	6.8
Seminole County School District	FL	—	—	—	—	—	—
Greenville County School District	SC	—	—	—	—	—	—
Santa Ana Unified	CA	—	—	—	—	—	—

See footnotes at end of table.



Table 4. Percentage of dropouts in the 100 largest school districts in the United States and jurisdictions: School year 1999–2000—Continued

Name of reporting district	State	Percentage of Dropouts					
		Grade 9	Grade 10	Grade 11	Grade 12	Grade 9–12	Grade 7–12
San Antonio Independent School District	TX	8.7	9.4	9.0	12.3	9.6	6.9
Arlington Independent School District	TX	5.7	7.4	5.5	6.7	6.2	4.3
Lee County School District	FL	—	—	—	—	—	—
East Baton Rouge Parish School	LA	14.1	15.6	14.4	11.8	14.1	11.0
Oakland Unified	CA	—	—	—	—	—	—
Washoe County School District	NV	2.8	3.6	7.1	10.5	5.7	3.8
Portland School District	OR	10.6	11.2	13.6	15.4	12.5	9.2
Knox County School District	TN <sup>1</sup>	0.1	0.7	3.5	7.0	2.7	1.8
Fort Bend Independent School District	TX	1.6	2.2	1.7	7.6	3.0	2.0
Prince William County Public Schools	VA <sup>1</sup>	2.2	3.4	3.3	5.6	3.5	2.4
Sacramento City Unified	CA	—	—	—	—	—	—
Jefferson Parish School Board	LA	14.7	13.4	10.9	7.5	12.1	9.3
Cumberland County Schools	NC	—	—	—	—	—	—
Aldine Independent School District	TX	4.9	5.3	4.3	6.5	5.2	3.4
Chesterfield County Public Schools	VA <sup>1</sup>	4.7	3.9	3.4	4.4	4.1	2.9
San Bernardino City Unified	CA	—	—	—	—	—	—
Cincinnati City SD	OH	14.5	12.2	9.4	6.6	11.7	8.9
Anchorage School District	AK <sup>1</sup>	1.9	2.6	3.9	4.2	3.1	2.3
North East Independent School District	TX	1.9	3.3	3.6	4.1	3.1	2.2
Shelby County School District	TN <sup>1</sup>	0.6	1.0	1.9	2.6	1.4	1.0
Garland Independent School District	TX	1.8	2.2	2.9	4.6	2.8	1.9
Minneapolis	MN	11.2	13.7	16.2	18.3	14.4	10.3
San Juan Unified	CA	—	—	—	—	—	—
Garden Grove Unified	CA	—	—	—	—	—	—
Seattle	WA	—	—	—	—	—	—
Wichita	KS	—	—	—	—	—	—
Pasco County School District	FL	—	—	—	—	—	—
Ysleta Independent School District	TX	2.7	6.0	7.2	11.4	6.7	4.7
Buffalo City SD	NY	—	—	—	—	—	—
Caddo Parish School Board	LA	12.6	10.6	9.8	11.7	11.3	7.7
Alpine School District	UT	0.7	1.7	3.4	4.4	2.6	2.0
St. Louis City	MO	10.2	10.2	8.3	7.2	9.4	6.9
Escambia County School Dist	FL	—	—	—	—	—	—
Clayton County School District	GA	9.2	9.9	10.2	11.3	10.0	6.4
St. Paul	MN	3.5	7.2	10.7	19.4	10.1	7.2

—Not available.

<sup>1</sup>These states reported on an alternative July through June cycle rather than the specified October through September cycle

NOTE: Ungraded membership is prorated in the calculation of the dropout rate. Membership is taken from the 1999–2000 file. In calculating the aggregate 7–12 dropout rate, any districts that did not report dropouts for all grades 7 through 12 were marked as not available. The universe for this table includes outlying areas, Bureau of Indian Affairs, and Department of Defense schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary Education Agency Universe Survey," 2000–01, Version 1a, and "Public Elementary/Secondary School Universe Survey," 1999–2000.

### D.3. Record Layout

The record layout that follows the sample table indicates the size of the report when items are broken out by gender and/or race/ethnicity. It includes only a sample for each item, e.g., only American Indian/Alaska native rather than each race/ethnicity break-out. Items that are inserted by NCES are identified by an asterisk next to the variable name. None of the imputation flags variables are included. Items broken out by race and ethnicity and gender (e.g., number of diploma recipients) are shown as a single entry, not as a separate entry for each of the 22 categories.

#### Record Layout, Common Core of Data Local Education Agency Survey

Variable Name	Field length	Data type	Description
LEAID*	7	AN	NCES Local Education Agency ID. The first two positions of this field is also the FIPS state code.
+FIPST*	2	AN	Federal Information Processing Standards, FIPS state code.
STID05	14	AN	State's own ID for the education agency.
NAME05	60	AN	Name of the education agency.
PHONE05	10	AN	Telephone number of education agency. NOTE: Position # 0084-0084 is the area code, and position # 0085-0091 is the exchange and number.
MSTREE05	30	AN	Mailing address of the agency—may be a street address, a Post Office box number, or, if there is no address beyond CITY, STATE, and ZIP, the character “N.”
MCITY05	30	AN	Name of the mailing address city.
MSTATE05	4	AN	Two-letter U.S. Postal Service abbreviation for the state where the mailing address is located.
MZIP05	5	AN	Five-digit U.S. Postal Service ZIP code for the mailing address.
MZIP405	4	AN	Four-digit ZIP+4, if assigned; if none, field is blank.
LSTREE05	30	AN	Location Address.
LCITY05	30	AN	Location City.
LSTATE05	4	AN	Location State (PO abbreviation).
LZIP05	5	AN	Location 5 digit ZIP Code.
LZIP405	4	AN	Location +4 ZIP Code.
TYPE05	1	AN	NCES code for type of agency :  1 = Local school district that is not a component of a supervisory union.  2 = Local school district component of a supervisory union sharing a superintendent and administrative services with other local school districts.  3 = Supervisory union administrative center, or a county superintendent serving the same purpose.  4 = Regional education services agency, or a county superintendent serving the same purpose.

Variable Name	Field length	Data type	Description
			<p>5 = State-operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special need population.</p> <p>6 = Federally-operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special need population.</p> <p>7 = Other education agencies that do not fit into the first six categories.</p>
UNION05	3	AN	Supervisory Union Number. For supervisory union administrative centers and component agencies, this is a number assigned by the state to the union. Additionally, if the agency is a county superintendent, this is the FIPS county number. If no number was reported, the field will contain "000."
CONUM05	5	AN	FIPS county number. NOTE: Position #0238-0239 is the FIPS state number, and position #0240-0242 is the FIPS number for county within state.
CONAME05	30	AN	Name of county.
CSA05*	3	AN	A value in this field indicates the agency's address is associated with a recognized combined statistical area. A CSA may comprise two or more metropolitan statistical areas, a metropolitan statistical area and a micropolitan statistical area, two or more micropolitan statistical areas, or multiple metropolitan and micropolitan statistical areas. The geographic components of combined New England City and Town Areas are individual metropolitan and micropolitan NECTAs, in various combinations. The areas that combine retain their own designations as metropolitan or micropolitan statistical areas (or NECTAs) within the larger combined statistical area (or combined NECTA).
CBSA05*	5	AN	A value in this field indicates that the agency's address is associated with a recognized population nucleus and adjacent communities that have a high degree of integration with that nucleus, and designated by the U.S. Government as a metropolitan or micropolitan statistical area. If the agency is not in any type of metropolitan/micropolitan statistical area the field is zero filled. For all states but those in New England, the assignment was made using a file of FIPS county codes matched to Core Based Statistical Area codes. For the New England states, the assignment was made using the New England City and Town Area codes of the schools within the corresponding agency. The metropolitan area definitions used were those issued by the Office of Management and Budget (OMB) as of June 2003.

Variable Name	Field length	Data type	Description
METMIC05*	1	AN	Indicates whether the CBSA is a metropolitan or micropolitan area. CBSA equal to 70300 or higher do not have an associated type code and the field will be zero filled. CBSA equal to 70300 or higher is the New England City and Town Area code (NECTA) and is not denoted as metropolitan or micropolitan.
MSC05*	1	AN	NCES classification of the agency's service area relative to a CBSA. 1 = Primarily serves a principal city of an CBSA; 2 = Serves an CBSA but not primarily its principal city; 3 = Does not serve an CBSA.
LOCALE05*	1	AN	NCES code for location of the agency relative to populous areas: 1 = <u>Large City</u> : A central city of a Core Based Statistical Area (CBSA) or Consolidated Statistical Area (CSA), with the city having a population greater than or equal to 250,000. 2 = <u>Mid-size City</u> : A central city of a CBSA or CSA, with the city having a population less than 250,000. 3 = <u>Urban Fringe of a Large City</u> : Any incorporated place, Census designated place, or non-place territory within a CBSA or CSA of a Large City and defined as urban by the Census Bureau. 4 = <u>Urban Fringe of a Mid-size City</u> : Any incorporated place, Census designated place, or non-place territory within a CBSA or CSA of a Mid-size City and defined as urban by the Census Bureau. 5 = <u>Large Town</u> : An incorporated place or Census designated place with a population greater than or equal to 25,000 and located outside a CBSA or CSA. 6 = <u>Small Town</u> : An incorporated place or Census designated place with population less than 25,000 and greater than or equal to 2,500 and located outside a CBSA or CSA. 7 = <u>Rural, outside CBSA</u> : Any incorporated place, Census designated place, or non-place territory not within a CBSA or CSA of a Large or Mid-size City and defined as rural by the Census Bureau. 8 = <u>Rural, inside CBSA</u> : Any incorporated place, Census designated place, or non-place territory within a CBSA or CSA of a Large or Mid-size City and defined as rural by the Census Bureau.

<b>Variable Name</b>	<b>Field length</b>	<b>Data type</b>	<b>Description</b>
BOUND05	1	AN	<p>The boundary change indicator is a classification of changes in an education agency's boundaries since the last report to NCES. The options are:</p> <p>1 = No change since last report.</p> <p>2 = Education agency has closed with no effect on another agency's boundaries.</p> <p>3 = This is a new education agency formed with no effect on another agency's boundaries.</p> <p>4 = Agency was in existence, but not reported on previous year's CCD agency universe, and is now being added.</p> <p>5 = Agency has undergone a significant change in geographical boundaries or instructional responsibility.</p> <p>6 = Agency is temporarily closed and may reopen within 3 years.</p> <p>7 = Agency is scheduled to be operational within 2 years.</p>
GSLO05	2	AN	Agency low grade offered. If grade span data were not reported, this field was calculated from the low grade spans of the associated schools on the CCD School Universe file.
GSHI05	2	AN	Agency high grade offered. If grade span data were not reported, this field was calculated from the high grade spans of the associated schools on the CCD School Universe file. When combined, GSLO02 and GSHI02 are the Grade Span of the school.
AGCHRT05*	1	AN	<p>Agency charter. Code indicating charter schools served:</p> <p>1 = All associated schools are charter schools.</p> <p>2 = All associated schools are charter and non-charter schools.</p> <p>3 = All associated schools are non-charter schools.</p>
SCH05*	5	N	Aggregate number of schools associated with this agency on the CCD Public School file.
TEACH05*	7†	N	Aggregate FTE classroom teachers reported for schools associated with this agency on the CCD Public School file, reported to the nearest tenth; field includes one explicit decimal point. This is NOT necessarily the total number of teachers employed by this agency.
UG05	7	N	Total students in classes or programs without standard grade designations.
PK1205	7	N	Total students in classes from prekindergarten through 12th grade that are part of the public school program.
MEMBER05	7	N	Calculated total student membership of the Local Education Agency: The sum of the fields UG02 and PK1202.

<b>Variable Name</b>	<b>Field length</b>	<b>Data type</b>	<b>Description</b>
MIGRNT05	7	N	The number of migrant students, as defined under 34 CFR 200.40, enrolled in summer programs during the summer immediately prior to the 2002–03 school year.
SPECED05	7	N	Count of all students having a written Individual Education Program (IEP) under IDEA—Part B.
ELL05	7	N	The number of English Language Learner students served in appropriate programs.
PKTCH05	7†	N	Prekindergarten Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
KGTCH05	7†	N	Kindergarten Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
ELMTCH05	7†	N	Elementary Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
SECTCH05	7†	N	Secondary Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
UGTCH05	7†	N	Teachers of classes or programs to which students are assigned without standard grade designation. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
TOTTCH05	7†	N	Total Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
AIDES05	7†	N	Instructional Aides. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
CORSUP05	7†	N	Instructional Coordinators & Supervisors. Full-time equivalency reported to the nearest tenth; includes one explicit decimal.
ELMGUI05	7†	N	Elementary Guidance Counselors. Full-time equivalency reported to the nearest tenth; includes one explicit decimal.
SECGUI05	7†	N	Secondary Guidance Counselors. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
TOTGUI05	7†	N	Total Guidance Counselors. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LIBSPE05	7†	N	Librarians/Media Specialists. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LIBSUP05	7†	N	Library/Media Support Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LEAADM05	7†	N	LEA Administrators. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LEASUP05	7†	N	LEA Administrative Support Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
SCHADM05	7†	N	School Administrators. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.

<b>Variable Name</b>	<b>Field length</b>	<b>Data type</b>	<b>Description</b>
SCHSUP05	7†	N	School Administrative Support Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
STUSUP05	7†	N	Student Support Services Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
OTHSUP05	7†	N	All Other Support Services Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
TOTDPL05	6	N	Total Diploma Recipients. Includes both regular and other diploma recipients, comparable to adding REGDIP and OTHDIP from previous year's agency file.
AMDPLM05	6	N	Diploma Recipients (by male or female and by 5 race and ethnicity categories)
AMOHCM05	6	N	Other High School Completers (by male or female and by 5 race and ethnicity categories)

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## Part E. CCD Public Elementary/Secondary School Universe Survey

### E.1. Discussion of Items

No changes are proposed for the Public Elementary/Secondary School Universe Survey (Public School Survey). The survey items that are discussed below are included in the Record Layout that follows the discussion. Detailed definitions of the items collected are included in the Glossary, appendix D.

Directory Information. The respondent reports the following directory items.

- NCES Education Agency ID code
- State Education Agency ID code
- NCES School ID code
- State School ID code
- Name of Education Agency
- Name of School
- Telephone Number of School
- Mailing Address of School (Street, City, State Postal Abbreviation, ZIP Code)
- Physical Location of School (Street, City, State Postal Abbreviation, ZIP Code)

In order to link schools and agencies within a state, each school must have an associated LEA. The NCES School ID consists of the 7-digit Agency ID and 5 additional digits that provide a unique identifier. The state's School ID is reported as a link with the NCES ID code, because some states do not retain these on their records, and to make the files more easily usable by the public.

Small and rural schools may receive their mail at a post office box, often in a neighboring town. For this reason, both mailing address and physical location address are critical. Geo-coding that NCES adds to the file—latitude/longitude and locale code—are based on a school's physical location.

Classification Items. Eight existing, and one proposed, items make it possible to classify schools for sampling purposes, to conduct analyses by school type, and to produce descriptive information about public schools. These items are the following.

- School Type Code
- Operational Status Code
- Grade Span Offered—Lowest
- Grade Span Offered—Highest
- Title I Eligible School
- Title I School-wide School
- Magnet School
- Charter School
- Shared-time School

School type identifies whether a school is a regular school; a school that focuses primarily on special education; a school that focuses primarily on vocational education; or an alternative school that addresses the needs of students whose needs typically cannot be met in a regular school program. Note that a

regular school may offer special education services and vocational programs in addition to a regular academic curriculum.

Operational status code describes a school's status in comparison with what was reported in the previous year. A school can be open; closed since the previous year; new; added (open but not reported last year); changed agency (affiliated with a different LEA); inactive (closed with plans to reopen within three years); or future (scheduled to be operational within 2 years).

Highest and lowest grades offered determine the school's grade span. Small or new schools may not have students in every grade every year.

Title I eligible schools are those designated under state and Federal regulations as eligible to participate in authorized programs. Title I school-wide schools are the subset of Title I eligible schools in which all students are designated as eligible for participation. Both items consist of a "yes-no" flag associated with the school.

Magnet schools are schools offering a special program that is intended to attract students of different racial/ethnic backgrounds for the purpose of reducing or eliminating racial isolation, or that provide an academic or social focus on a particular program, for example, performing arts. Magnet school status is indicated with a "yes-no" flag.

Charter schools are public schools that operate under a specific charter granted by the state legislature or other appropriate authority. Charter school status is indicated with a "yes-no" flag.

Shared-time status is proposed for addition to the school survey. A shared-time school is one that students attend on a part-day basis while they are enrolled in a different "home" school. An example would be a regional vocation center that students from several high schools attend for part of the day. The item will be a "yes-no" flag.

The CCD requires students to be reported in only one school, in order to eliminate duplicate counts. The shared-time flag would clearly indicate whether a school reporting no students in membership is providing education services or not. Of 26 state CCD Coordinators responding to a question in 2003 about the feasibility of this item, 17 reported that the information was currently available.

Classroom Teacher Count. The only staff item collected on the CCD Public School Survey is a total FTE count of teachers for classes in the school. NCES proposes to add gender and race/ethnicity detail to this item. The item will complement the disaggregation of school-level student counts by these variables; it is intended to provide information regarding the setting and context of public education.

Students. The Public School Survey collects counts of students in each of grades prekindergarten through 12 and ungraded by gender within racial/ethnic category. This information is used for descriptive, sampling, and analytical purposes.

Program Participants. Four items collect counts of students. These items are the following.

- Students Eligible for Free Lunch
- Students Eligible for Reduced-price Lunch
- Total of Students Eligible for Free and Reduced-price Lunch
- Migrant Students Enrolled in the previous year

Free or reduced-price lunch status is the best available proxy for socioeconomic status. These items are included for descriptive and sampling purposes. Some states cannot report free lunch and reduced-price

lunch counts separately. The optional item “Total of Students Eligible for Free and Reduced-price Lunch” is included for the convenience of these states.

Migrant students. This is a count of the cumulative number of migrant students enrolled in the school during the previous school year. The count is unduplicated within a school but may count students more than once when summed to the local agency or state levels. The item identifies the schools that serve migrant students. It serves descriptive and sampling purposes.

## **E.2. Sample Tables**

The sample tables that follow this text give an idea of the statistical uses of the Public Elementary/Secondary School Universe survey. The data are reported annually in CCD publications and in publications such as the *Digest of Education Statistics*. The analysis consists of straightforward tabulations of number, percentages, and some ratios.

Table 5. Number of public elementary and secondary schools with membership and percentage of students in membership, by type of school and by state: School year 2001–02

State	Number of schools having membership	Total students	Type of school							
			Regular		Special education		Vocational education		Alternative education	
			Number of schools	Percentage of students	Number of schools	Percentage of students	Number of schools	Percentage of students	Number of schools	Percentage of students
<b>United States</b>	<b>91,380</b>	<b>47,687,871</b>	<b>84,919</b>	<b>98.1</b>	<b>1,641</b>	<b>0.4</b>	<b>328</b>	<b>0.4</b>	<b>4,492</b>	<b>1.1</b>
Alabama	1,381	737,294	1,334	99.6	18	0.1	2	#	27	0.3
Alaska	506	134,358	473	97.8	2	0.2	1	#	30	2.0
Arizona	1,742	922,180	1,652	98.0	13	0.1	9	0.5	68	1.3
Arkansas	1,129	449,805	1,125	99.9	0	0.0	0	0.0	4	0.1
California	8,914	6,248,610	7,667	96.7	122	0.5	0	0.0	1,125	2.8
Colorado	1,630	742,145	1,535	98.5	14	0.1	2	#	79	1.4
Connecticut	1,073	570,228	992	96.4	23	0.7	17	1.9	41	1.0
Delaware	197	115,555	170	92.6	13	1.3	5	4.8	9	1.3
District of Columbia	193	75,392	178	94.6	10	4.2	0	0.0	5	1.2
Florida	3,314	2,500,478	2,992	98.4	122	0.6	25	0.1	175	0.8
Georgia	1,969	1,470,634	1,940	99.5	1	#	0	0.0	28	0.4
Hawaii	279	184,546	275	99.9	3	0.1	0	0.0	1	0.1
Idaho	654	246,521	589	98.2	5	0.1	0	0.0	60	1.7
Illinois	4,292	2,071,391	3,913	98.0	253	1.2	0	0.0	126	0.8
Indiana	1,891	996,133	1,832	99.5	11	0.1	0	0.0	48	0.4
Iowa	1,519	485,932	1,473	98.8	10	0.2	0	0.0	36	1.0
Kansas	1,423	470,205	1,423	100.0	0	0.0	0	0.0	0	0.0
Kentucky	1,387	654,363	1,228	99.0	9	0.1	2	#	148	0.9
Louisiana	1,509	731,328	1,378	97.6	28	0.2	0	0.0	103	2.2
Maine	681	205,586	678	100.0	3	#	0	0.0	0	0.0
Maryland	1,340	860,640	1,241	97.5	50	0.9	12	1.1	37	0.6
Massachusetts	1,889	973,140	1,811	96.1	1	#	43	3.4	34	0.5
Michigan	3,782	1,730,668	3,495	98.1	90	0.7	12	0.1	185	1.1
Minnesota	2,119	851,384	1,606	96.8	195	1.2	1	#	317	2.0
Mississippi	886	493,507	886	100.0	0	0.0	0	0.0	0	0.0
Missouri	2,274	909,792	2,158	99.4	55	0.4	0	0.0	61	0.3
Montana	870	151,947	863	99.8	2	#	0	0.0	5	0.1
Nebraska	1,280	285,095	1,229	99.3	51	0.7	0	0.0	0	0.0
Nevada	517	356,814	471	98.4	12	0.3	1	0.5	33	0.9
New Hampshire	472	206,847	472	100.0	0	0.0	0	0.0	0	0.0
New Jersey	2,410	1,341,656	2,271	97.7	83	0.7	38	1.2	18	0.4
New Mexico	792	320,260	720	97.6	15	0.6	0	0.0	57	1.8
New York	4,298	2,872,132	4,162	97.7	26	0.1	25	1.1	85	1.0
North Carolina	2,223	1,315,363	2,127	99.4	20	0.2	1	#	75	0.4
North Dakota	529	106,047	529	100.0	0	0.0	0	0.0	0	0.0
Ohio	3,826	1,830,985	3,700	96.6	28	0.2	68	3.1	30	0.2
Oklahoma	1,814	622,139	1,814	100.0	0	0.0	0	0.0	0	0.0
Oregon	1,273	551,480	1,193	98.6	11	0.1	0	0.0	69	1.3
Pennsylvania	3,185	1,821,627	3,144	98.2	12	1.1	16	0.7	13	0.1
Rhode Island	326	158,046	313	98.2	4	0.4	4	0.7	5	0.7
South Carolina	1,053	691,078	1,047	99.9	5	0.1	0	0.0	1	#
South Dakota	749	127,542	720	99.0	4	0.1	0	0.0	25	0.9
Tennessee	1,610	925,030	1,574	99.6	15	0.1	3	0.1	18	0.1
Texas	7,646	4,163,447	6,715	98.4	133	0.1	25	0.1	773	1.4
Utah	791	484,677	719	98.2	19	0.4	0	0.0	53	1.4
Vermont	359	101,179	315	98.7	42	1.2	0	0.0	2	0.1
Virginia	1,839	1,163,091	1,793	99.3	10	0.1	0	0.0	36	0.6
Washington	2,170	1,009,200	1,834	96.6	79	0.3	10	0.1	247	3.1
West Virginia	784	282,885	752	99.6	7	0.1	5	#	20	0.3
Wisconsin	2,208	879,361	2,035	97.7	12	0.1	1	#	160	2.2
Wyoming	383	88,128	363	98.1	0	0.0	0	0.0	20	1.9
Outlying areas, DoD Dependents Schools, and Bureau of Indian Affairs										
DoDDS: DoDs Overseas	154	73,212	154	100.0	0	0.0	0	0.0	0	0.0
DDESS: DoDs Domestic	70	32,847	70	100.0	0	0.0	0	0.0	0	0.0
Bureau of Indian Affairs	177	46,476	177	100.0	0	0.0	0	0.0	0	0.0
American Samoa	31	15,897	29	97.6	1	0.3	1	2.1	0	0.0
Guam	38	31,992	38	100.0	0	0.0	0	0.0	0	0.0
Northern Marianas	29	10,479	29	100.0	0	0.0	0	0.0	0	0.0
Puerto Rico	1,530	604,177	1,469	96.1	29	1.7	14	1.0	18	1.2
Virgin Islands	35	18,780	33	99.3	0	0.0	0	0.0	2	0.7

# Rounds to zero.

NOTE: Table excludes 2,753 schools (21 of these in outlying areas) for which no students were reported in membership. U.S. totals include the 50 states and the District of Columbia. Although type of school is a mutually exclusive category, many regular schools include special, vocational, or alternative education programs. Detail may not sum to total because of rounding. Total student membership is reported from the "State Nonfiscal Survey of Public Elementary/Secondary Education."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2001–02 and "State Nonfiscal Survey of Public Elementary/Secondary Education," 2001–02.

Table 6. Number of Title I, magnet, and charter schools and percentage of students served, by state: School year 2001–02

State	Number of Title I eligible schools <sup>2</sup>	Percentage of all students in these schools	Number of Title I schoolwide schools	Percentage of all students in these schools	Number of magnet schools <sup>3</sup>	Percentage of all students in these schools	Number of charter schools <sup>3</sup>	Percentage of all students in these schools
<b>Reporting States<sup>1</sup></b>	<b>46,969</b>	<b>47.1</b>	<b>23,563</b>	<b>25.4</b>	<b>1,736</b>	<b>3.0</b>	<b>2,348</b>	<b>1.2</b>
Alabama	850	55.1	586	36.0	41	3.0	†	†
Alaska	301	39.2	111	13.6	17	3.2	15	1.7
Arizona	—	—	—	—	—	—	370	6.7
Arkansas	822	66.1	429	30.9	7	1.0	6	0.2
California	5,183	60.0	2,579	33.5	456	9.4	350	2.2
Colorado	784	43.2	211	11.6	2	0.1	86	3.3
Connecticut	439	36.9	87	8.3	17	1.1	15	0.5
Delaware	102	46.6	24	10.2	2	0.9	10	3.7
District of Columbia <sup>5</sup>	131	75.8	131	75.8	2	1.1	33	9.2
Florida	1,194	32.5	1,092	29.7	—	—	192	1.6
Georgia	1,020	43.8	726	30.3	62	3.6	40	1.7
Hawaii	132	39.6	124	39.3	†	†	22	1.7
Idaho	499	66.0	91	11.2	†	†	10	0.6
Illinois	2,294	56.0	938	24.9	420	14.8	23	0.4
Indiana	1,021	46.2	156	6.4	23	1.3	1	—
Iowa	729	38.6	130	8.0	†	†	†	†
Kansas	665	36.5	219	15.4	33	3.1	11	0.3
Kentucky	1,027	73.6	686	44.1	35	4.3	†	†
Louisiana	864	50.7	722	42.2	74	6.3	20	0.5
Maine	542	68.0	53	4.8	1	—	1	—
Maryland	467	26.6	338	19.2	—	—	†	†
Massachusetts	1,053	50.1	431	20.2	7	0.4	43	1.5
Michigan	( <sup>4</sup> )	( <sup>4</sup> )	( <sup>4</sup> )	( <sup>4</sup> )	†	†	204	3.8
Minnesota	988	41.1	237	8.4	66	3.4	77	1.2
Mississippi	686	70.5	606	61.3	5	0.5	1	0.1
Missouri	1,239	47.4	383	14.2	49	2.4	21	0.8
Montana	689	85.4	121	13.6	†	†	†	†
Nebraska	525	38.6	141	13.1	—	—	†	†
Nevada	208	35.3	74	12.3	9	1.3	10	0.5
New Hampshire	252	48.7	19	2.9	†	†	0	0.0
New Jersey	1,368	54.8	256	10.9	2	0.1	51	0.9
New Mexico	530	56.0	340	37.8	1	#	20	0.8
New York	2,800	61.9	1,930	41.5	( <sup>4</sup> )	( <sup>4</sup> )	44	—
North Carolina	997	35.7	700	23.7	165	8.3	93	1.4
North Dakota	432	67.5	53	9.0	†	†	†	†
Ohio	2,536	60.6	1,204	27.8	†	†	85	1.2
Oklahoma	1,188	58.6	786	36.9	†	†	10	0.3
Oregon	502	33.3	234	16.7	( <sup>4</sup> )	( <sup>4</sup> )	22	0.2
Pennsylvania	2,180	63.3	513	15.4	—	—	77	1.6
Rhode Island	170	46.6	78	23.0	17	7.3	6	0.5
South Carolina	511	38.8	445	32.8	25	2.3	10	0.1
South Dakota	700	86.8	123	13.2	†	†	†	†
Tennessee	—	—	—	—	18	1.2	†	†
Texas	4,547	57.7	3,959	50.5	—	—	243	1.1
Utah	218	19.9	130	11.2	†	†	9	0.1
Vermont	211	57.5	77	21.7	†	†	†	†
Virginia	776	30.6	275	10.9	166	11.4	8	0.1
Washington	959	40.3	401	16.9	14	0.8	†	†
West Virginia	429	43.5	330	30.7	0	0.0	†	†
Wisconsin	1,062	44.1	239	12.4	†	†	109	1.7
Wyoming	147	34.6	45	11.0	0	0.0	0	0.0
Outlying areas, DoD Dependents Schools, and Bureau of Indian Affairs								
DoDDS: DoDs Overseas	†	†	†	†	†	†	†	†
DDESS: DoDs Domestic	†	†	†	†	†	†	†	†
Bureau of Indian Affairs	—	—	—	—	—	—	—	—
American Samoa	†	†	†	†	†	†	†	†
Guam	†	†	†	†	†	†	†	†
Northern Marianas	†	†	†	†	†	†	†	†
Puerto Rico	1,477	96.4	1,393	91.0	151	10.8	83	6.0
Virgin Islands	36	100.0	0	0.0	1	7.2	0	0.0

— Not available.

† Not applicable.

# Rounds to zero.

<sup>1</sup> Reporting states totals exclude states for which data were missing for 20 percent or more of the schools or districts.<sup>2</sup> Number of Title I eligible schools includes those with and without schoolwide Title I programs.<sup>3</sup> Zero indicates that this type of school is authorized but none were operating.<sup>4</sup> Data were missing for more than 20 percent of schools.<sup>5</sup> Membership data were missing for 5 of the 33 charter schools in the District of Columbia.

NOTE: Percentages are based on all schools reporting in a state. Numbers of schools include those not reporting students in membership. U.S. totals include the 50 states and the District of Columbia.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2001–02.

### E.3. Record Layout

The record layout that follows the sample tables indicates the size of the report when items are broken out by gender and race/ethnicity. It includes only a sample for each item, e.g., only American Indian/Alaska native rather than each race/ethnicity break-out. An asterisk by the variable name identifies items that are inserted by NCES. None of the imputation flag variables are included. (†) Fields have one explicit decimal place. (+) Fields represent sub-fields of the fields immediately preceding them. (\*) Item added by NCES, not reported by state. None of the imputation flag variables are reported. Items broken out by race and ethnicity and gender (e.g., number of kindergarten students) are shown as a single entry, not as a separate entry for each of the 22 categories.

#### Record Layout, Common Core of Data School Universe Survey

Variable Name	Field length	Data type	Description
NCESSCH	12	AN	ID assigned by NCES to each school.
+FIPST	2	AN	Federal Information Processing Standards, FIPS state code.
+LEAID	7	AN	ID assigned by NCES to system. NOTE: Position # 0001-0002 is the FIPS state code for the location of the school, and position # 0003-0007 is the agency code.
+SCHNO	5	AN	Unique number for each school within an LEA. NOTE: By combining LEAID with SCHNO, each school can be uniquely identified within the total file.
STID05	14	AN	State's own ID for the education agency.
SEASCH05	20	AN	State's own ID for the school.
LEANM05	60	AN	Name of the education agency that operates this school.
SCHNAM05	50	AN	Name of the school. NOTE: Throughout the remainder of this file, the following codes may appear as representing missing values whenever they are present in the data or the documentation. M = when data are missing; that is, a value is expected but none was measured. N = when data are not applicable; that is, a value is neither expected nor measured.
PHONE05	10	AN	Telephone number of school. NOTE: Position # 0157-0159 is the area code, and position #0160-0166 is the exchange and number.
MSTREE05	30	AN	The mailing address of the school—may be a street address, a Post Office box number, or, if verified that there is no address beyond CITY, STATE, and ZIP, the character “N.”
MCITY05	30	AN	City name of the mailing address.
MSTATE05	2	AN	Two-letter U.S. Postal Service abbreviation of the state where the mailing address is located (see State FIPS codes and abbreviations used in CCD dataset).
MZIP05	5	AN	Five-digit U.S. Postal Service ZIP code for the mailing address.

Variable Name	Field length	Data type	Description
MZIP405	4	AN	If the mailing address has been assigned the additional four-digit ZIP+4, this field contains that number; otherwise, this field is blank.
LSTREE05	30	AN	Location Address.
LCITY05	30	AN	Location City.
LSTATE05	2	AN	Location State (PO Abbreviation).
LZIP05	5	AN	Location 5 digit ZIP Code.
LZIP405	4	AN	Location +4 ZIP code.
TYPE05	1	AN	NCES code for type of school: 1 = Regular school 2 = Special education school 3 = Vocational school 4 = Other/alternative school
STATUS05	1	AN	NCES code for the school status: 1 = School was operational at the time of the last report and is currently operational. 2 = School has closed since the time of the last report. 3 = School has been opened since the time of the last report. 4 = School was operational at the time of the last report but was not on the CCD list at that time. 5 = School was listed on previous year's CCD school universe as being affiliated with a different education agency. 6 = School is temporarily closed and may reopen within 3 years. 7 = School is scheduled to be operational within 2 years.
LOCALE05*	1	AN	NCES code for location of the school relative to populous areas: 1 = <u>Large City</u> : A central city of a Core Based Statistical Area (CBSA) or Consolidated Statistical Area (CSA), with the city having a population greater than or equal to 250,000. 2 = <u>Mid-size City</u> : A central city of a CBSA or CSA, with the city having a population less than 250,000. 3 = <u>Urban Fringe of a Large City</u> : Any incorporated place, Census designated place, or non-place territory within a CBSA or CSA of a Large City and defined as urban by the Census Bureau. 4 = <u>Urban Fringe of a Mid-size City</u> : Any incorporated place, Census designated place, or non-place territory within a CBSA or CSA of a Mid-size City and defined as urban by the Census Bureau.

Variable Name	Field length	Data type	Description
			<p>5 = <u>Large Town</u>: An incorporated place or Census designated place with a population greater than or equal to 25,000 and located outside a CBSA or CSA.</p> <p>6 = <u>Small Town</u>: An incorporated place or Census designated place with population less than 25,000 and greater than or equal to 2,500 and located outside a CBSA or CSA.</p> <p>7 = <u>Rural, outside CBSA</u>: Any incorporated place, Census designated place, or non-place territory not within a CBSA or CSA of a Large or Mid-size City and defined as rural by the Census Bureau.</p> <p>8 = <u>Rural, inside CBSA</u>: Any incorporated place, Census designated place, or non-place territory within a CBSA or CSA of a Large or Mid-size City and defined as rural by the Census Bureau.</p>
INOUT05*	1	AN	<p>A flag indicating whether the school's physical location is located inside or outside the city or town limits. The following codes are used:</p> <p>1 = Inside the city or town limits</p> <p>2 = Outside the city or town limits</p>
LATCOD05*	10	AN	Latitude: The first 3 numbers of the code represent the number of degrees from the equator; the last 6 digits represent the fraction of the next degree carried out to six decimal places, with an implied decimal.
LONCOD05*	10	AN	Longitude: The first 3 numbers of the code represent the number of degrees from the prime meridian; the last 6 digits represent the fraction of the next degree carried out to six decimal places, with an implied decimal.
CONUM05*	5	AN	<p>FIPS county number.</p> <p>NOTE: Position #0333-0334 is the FIPS state number, and position #0335-0337 is the FIPS number for county within state.</p>
CONAME05*	30	AN	Name of county.
FTE05	5†	N	<p>Total Full-Time Equivalent Classroom Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. GSLO05 2 AN School low grade offered. The following codes are used:</p> <p>UG = Ungraded</p> <p>PK = Prekindergarten</p> <p>KG = Kindergarten</p> <p>01–12 = First through Twelfth grade</p> <p>00 = School had no students reported</p> <p>UG and 00 each occurs only in isolation from other codes. When one of these does occur, it is both the lowest and the highest grade.</p>



<b>Variable Name</b>	<b>Field length</b>	<b>Data type</b>	<b>Description</b>
GSHI05	2	AN	<p>School high grade offered. The following codes are used:</p> <p>UG = Ungraded</p> <p>PK = Prekindergarten</p> <p>KG = Kindergarten</p> <p>01–12 = First through Twelfth grade</p> <p>00 = School had no students reported</p> <p>UG and 00 each occurs only in isolation from other codes. When one of these does occur, it is both the lowest and the highest grade. GSLO02 and GSHI02 add up to the Grade Span of the school.</p>
LEVEL05	1	AN	<p>School Level. The following codes were calculated from the school's corresponding GSLO and GSHI values:</p> <p>1 = Primary (low graded = PK through 03; high grade = PK through 08)</p> <p>2 = Middle (low grade = 04 through 07; high grade = 04 through 09)</p> <p>3 = High (low grade = 07 through 12; high grade = 12 only)</p> <p>4 = Other (any other configuration not falling within the above three categories, including Ungraded)</p>
TITLEI05	1	AN	<p>Title I Eligible School. A Title I school designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382.</p> <p>1 = Yes</p> <p>2 = No</p>
STITLI05	1	AN	<p>School-wide Title I. A program in which all the pupils in a school are designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382.</p> <p>1 = Yes</p> <p>2 = No</p>
MAGNET05	1	AN	<p>Magnet school. Regardless of the source of funding, a magnet school or program is a special school or program designed to attract students of different racial/ethnic background for the purpose of reducing, preventing, or eliminating racial isolation and/or to provide an academic or social focus on a particular theme.</p> <p>1 = Yes</p> <p>2 = No</p>

<b>Variable Name</b>	<b>Field length</b>	<b>Data type</b>	<b>Description</b>
CHARTR05	1	AN	Charter school. A school that provides free elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority.
SHARED05	1	AN	A school offering vocational/technical education or other education services, in which some or all students are enrolled at a separate “home” school and attend the shared-time school on a part-day basis, e.g., a regional vocational center that enrolls (or serves) students from multiple home schools on a part-day basis.  1 = Yes 2 = No
FRELCH05	4	N	Count of students eligible to participate in the Free Lunch Program under the National School Lunch Act.
REDLCH05	4	N	Count of students eligible to participate in the Reduced-Price Lunch Program under the National School Lunch Act.
TOTFRL05	4	N	Total of Free Lunch Eligible and Reduced-Price Lunch Eligible. The total is only available if both of the details (or the total) were reported.
MIGRNT05	4	N	Migrant students enrolled in previous year. Cumulative unduplicated (within school) number of migrant students, as defined under 34 CFR 200.40, enrolled anytime during the previous regular school year.
PK05	4	N	Total Prekindergarten students.
AMPKM05	4	N	Prekindergarten students—(by male or female, and by 5 race and ethnicity categories)
KG05	4	N	Total Kindergarten students.
AMKGM05	4	N	Kindergarten students—(by male or female and by 5 race and ethnicity categories)
G0105	4	N	Total Grade 1 Students
AM01M05	4	N	Grade 1 Students (by male or female and by 5 race and ethnicity categories)
G0205	4	N	Total Grade 2 Students.
AM02M05	4	N	Grade 2 Students—(by male or female and by 5 race and ethnicity categories)
G0305	4	N	Total Grade 3 Students.
AM03M05	4	N	Grade 3 Students—(by male or female and by 5 race or ethnicity categories)
G0405	4	N	Total Grade 4 Students.
AM04M05	4	N	Grade 4 Students (by male or female and by 5 race and ethnicity categories)
G0505	4	N	Total Grade 5 Students.

<b>Variable Name</b>	<b>Field length</b>	<b>Data type</b>	<b>Description</b>
AM05M05	4	N	Grade 5 Students (by male or female and by 5 race or ethnicity categories)
G0605	4	N	Total Grade 6 Students.
AM06M05	4	N	Grade 6 Students—(by male or female and by 5 race and ethnicity categories).
G0705	4	N	Total Grade 7 Students.
AM07M05	4	N	Grade 7 Students—(by male or female, and by 5 race and ethnicity categories)
G0805	4	N	Total Grade 8 Students.
AM08M05	4	N	Grade 8 Students—(by male or female, and by 5 race and ethnicity categories)
G0905	4	N	Total Grade 9 Students.
AM09M05	4	N	Grade 9 Students—(by male or female, and by 5 race and ethnicity)
G1005	4	N	Total Grade 10 Students.
AM10M05	4	N	Grade 10 Students—(by male or female, and by 5 race and ethnicity categories)
G1105	4	N	Total Grade 11 Students.
AM11M05	4	N	Grade 11 Students—(by male or female, and by 5 race and ethnicity categories)
G1205	4	N	Total Grade 12 Students.
AM12M05	4	N	Grade 12 Students—(by male or female, and by 5 race and ethnicity categories)
GUG05	4	N	Total Ungraded Students.
AMUGM05	4	N	Ungraded Students—(by male or female, and by 5 race and ethnicity categories)
MEMBER05	4	N	Total students, All Grades: The reported total membership of the school.
AM05	4	N	Total students, all grades—(by male or female and 5 race an ethnicity categories) If not reported, this filed is summed from component fields.
PUPTCH05*	5†	N	Calculated Pupil Teacher Ratio: Total reported students (MEMBER05) divided by FTE classroom teachers (FTE05). Reported to the nearest tenth; field includes one explicit decimal.
ILOCAL05*	1	AN	If the field contains an “O,” the old methodology was used to determine Locale Code; If the field contains a “W,” the new methodology was used to determine Locale Code.

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## Part F. CCD National Public Education Finance Survey

### F.1. Discussion of Items

No changes are proposed for the National Public Education Finance Survey (NPEFS).

The NPEFS is the CCD's annual collection of state-level data about revenues and expenditures for public elementary and secondary education. It is a web-based survey that respondents (SEA CCD Fiscal Coordinators) complete following the account classifications in NCES's handbook, *Financial Accounting for Local and State School Systems: 2003 Edition*. Crosswalk software is provided to states whose chart of accounts differs from these standards. Respondents are also asked to reply to questions in a Data Plan. These responses help us to understand and process the data, and are published in the file documentation on the web.

Data from the NPEFS are used to describe revenues and expenditures for public education, create the state per-pupil expenditure (SPPE) statistic that is used in determining allocations for Title I and other Federal programs, and to compare revenues and expenditures across states and over time.

NPEFS Contents. The NPEFS is intended to present all revenues and expenditures within a state for public elementary and secondary education. The survey's contents are discussed very generally; more detail is given in the attached survey form.

Contact Information. The survey asks for the name of the state, the person completing the survey, and his or her telephone number. It also requires certification by an authorized official. This requirement is because the data are used in Title I allocations.

Revenues. Revenue is an increase in net worth that does not have to be repaid. Total revenue is the sum of revenue from four major sources: local, intermediate, state, and federal. (Not all states have an intermediate revenue source between the state and local levels.) Other sources of revenue (e.g., interest from bonds, sale of school property) are reported but not used in calculating total revenue. Revenues are reported in Revenue sections I through V of the NPEFS.

Expenditures. Expenditure is a decrease in net worth. On the NPEFS, it is reported by function and object. These are reported in Expenditure sections I through XI of the NPEFS.

*Function* describes the activity for which a service or material object was acquired. The five broad functions in the NPEFS are:

- Instruction—activities dealing directly with the interaction between teachers and students;
- Support Services—administrative, technical and logistical services that facilitate instruction (e.g., guidance counselors);
- Operation of Non-instructional Services—activities providing non-instructional services to students or the community (e.g., food services, community swimming pool);
- Facilities Acquisition and Construction—acquiring land and buildings, constructing, remodeling, installing major service systems (e.g., central heating/air conditioning);
- Debt Service—servicing long-term debt, payments of principal and interest.

*Object* describes the service or commodity that is obtained through an expenditure. There are seven major categories in the NPEFS.

- Personal Services—Salaries;
- Personal Services—Employee Benefits;

- Purchased Services: Professional and Technical Services (e.g., architect's fee), Property Services (example, utilities, cleaning services), and Other Purchased Services (e.g., property insurance, printing costs)
- Supplies (items that are consumed or worn out);
- Property (e.g., land, buildings, equipment);
- Debt-Related Expenditures (e.g., interest on bonds);
- Other or unspecified objects.

Expenditure items on the NPEFS are combinations of function and object. For example, the Instruction function includes expenditures for salaries, benefits, purchased services, supplies, property, etc.

Totals are reported for current expenditures and total expenditures (sections V and XI, respectively). Current expenditures are those for day-to-day operation of schools. They exclude debt repayment, capital outlays such as construction, and programs outside the scope of PK–12 education. Total current expenditures include all expenditures.

Exclusions. Section VI of the NPEFS contains the items that are to be excluded in calculating state per pupil expenditure (SPPE). These include such items as tuition or transportation fees paid by individuals, Title I carryover expenditures, and revenues from food services, student activities summer school, and the sale of textbooks. NCES computes net current expenditure as defined by P.L. 100-297 (section XIII).

Average Daily Attendance (section XIV). This is collected for calculating SPPE for Title I and other program uses. States report average daily attendance as defined by state law; or, absent state law, as defined by NCES.

State Per Pupil Expenditure (section XIV). This is computed by NCES and used for calculating Federal entitlements under title I, Impact Aid, and other Federal programs.

## **F.2. Sample Tables**

The sample tables that conclude this Part give an idea of the statistical uses of the National Public Education Finance Survey. The data are reported annually in CCD publications and publications such as the Digest of Education Statistics. The analysis consists of straightforward tabulations of totals and subtotals, percentages, and some ratios.

Table 7. Revenues for public elementary and secondary schools, by source and state: School year 2000–01

State	Revenues, by source [In thousands of dollars]				
	Total	Local	Intermediate	State	Federal
<b>United States</b>	<b>\$400,919,024<sup>1</sup></b>	<b>\$171,437,905<sup>1</sup></b>	<b>\$1,248,119</b>	<b>\$199,146,586</b>	<b>\$29,086,413</b>
Alabama	4,812,302	1,465,636	11,626	2,881,224	453,817
Alaska	1,370,271	372,002	0	782,348	215,921
Arizona	5,797,151 <sup>1</sup>	2,495,806 <sup>1</sup>	158,980	2,525,390	616,976
Arkansas	2,812,169	870,788	4,539	1,676,138	260,705
California	51,007,510	15,455,448	0	31,392,549	4,159,513
Colorado	5,349,899	2,807,615	20,625	2,222,083	299,576
Connecticut	6,460,491	3,630,884	0	2,553,180	276,427
Delaware	1,112,519	292,016	0	732,599	87,904
District of Columbia	1,042,711	927,184	0	0	115,527
Florida	17,866,868	7,572,396	0	8,695,213	1,599,259
Georgia	12,191,113	5,444,288	0	5,963,337	783,487
Hawaii	1,682,330	30,062	0	1,511,317	140,951
Idaho	1,593,966	487,883	0	977,438	128,646
Illinois	18,217,079	10,671,377	0	6,124,183	1,421,519
Indiana	9,033,180	3,670,449	64,289	4,833,954	464,489
Iowa	3,954,178	1,752,946	8,835	1,943,708	248,689
Kansas	3,597,726	1,101,876	66,160	2,198,216	231,473
Kentucky	4,509,893	1,358,888	0	2,702,932	448,073
Louisiana	5,060,133	1,981,902	0	2,497,875	580,356
Maine	1,934,178	917,783	0	863,295	153,100
Maryland	7,846,891	4,440,714	0	2,928,715	477,463
Massachusetts	10,148,498	5,216,679	0	4,420,622	511,198
Michigan	16,358,532	4,632,602	5,950	10,603,606	1,116,374
Minnesota	7,873,549	2,526,150	210,950	4,765,802	370,648
Mississippi	2,903,534	895,077	527	1,607,126	400,804
Missouri	7,102,501	3,914,441	34,922	2,661,904	491,233
Montana	1,140,168	363,504	102,673	542,692	131,299
Nebraska	2,307,804	1,317,357	16,992	805,419	168,036
Nevada	2,393,494	1,587,529	0	683,605	122,360
New Hampshire	1,714,147	751,907	0	884,875	77,365
New Jersey	15,967,075	8,669,260	123	6,669,858	628,834
New Mexico	2,426,705	362,942	0	1,725,551	338,213
New York	34,266,171	16,309,733	176,733	15,818,051	1,961,653
North Carolina	9,262,181	2,447,352	0	6,144,449	670,380
North Dakota	767,798	356,189	9,821	299,089	102,697
Ohio	16,649,361	8,406,706	47,960	7,187,325	1,007,370
Oklahoma	4,034,825	1,164,727	73,201	2,386,216	410,681
Oregon	4,564,408	1,598,529	62,788	2,566,099	336,992
Pennsylvania	17,053,891	9,480,665	21,699	6,443,673	1,107,854
Rhode Island	1,545,675	802,319	0	652,723	90,634
South Carolina	5,459,399	2,071,464	0	2,941,097	446,838
South Dakota	885,229	450,223	14,594	312,880	107,532
Tennessee	5,711,950	2,655,264	0	2,532,336	524,351
Texas	30,469,570	14,888,048	69,330	12,855,241	2,656,951
Utah	2,745,656	932,467	0	1,608,249	204,939
Vermont	1,035,679	242,592	0	732,563	60,523
Virginia	9,313,330	4,853,009	0	3,939,548	520,773
Washington	8,058,875	2,361,257	0	5,072,388	625,231
West Virginia	2,375,788	679,529	2,674	1,450,453	243,131
Wisconsin	8,327,255	3,484,353	0	4,424,429	418,472
Wyoming	803,414	269,090	62,128	403,020	69,176
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Outlying areas					
American Samoa	58,262	1,813	77	10,551	45,822
Guam	—	—	—	—	—
Northern Marianas	55,164	315	0	37,230	17,619
Puerto Rico	2,331,691	914	0	1,658,907	671,870
Virgin Islands	165,801	137,546	0	0	28,256

—Not available.

<sup>1</sup> Value affected by redistribution of reported values to correct for missing data items.

NOTE: Detail may not sum to totals because of rounding. National figures do not include outlying areas.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2000–01.

Table 8. Percentage distribution of revenue for public elementary and secondary schools, by source and state: School year 2000–01

State	Within-state percentage distribution			
	Local	Intermediate	State	Federal
<b>United States<sup>1</sup></b>	<b>42.8</b>	<b>0.3</b>	<b>49.7</b>	<b>7.3</b>
Alabama	30.5	0.2	59.9	9.4
Alaska	27.1	0.0	57.1	15.8
Arizona <sup>1</sup>	43.1	2.7	43.6	10.6
Arkansas	31.0	0.2	59.6	9.3
California	30.3	0.0	61.5	8.2
Colorado	52.5	0.4	41.5	5.6
Connecticut	56.2	0.0	39.5	4.3
Delaware	26.2	0.0	65.9	7.9
District of Columbia	88.9	0.0	0.0	11.1
Florida	42.4	0.0	48.7	9.0
Georgia	44.7	0.0	48.9	6.4
Hawaii	1.8	0.0	89.8	8.4
Idaho	30.6	0.0	61.3	8.1
Illinois	58.6	0.0	33.6	7.8
Indiana	40.6	0.7	53.5	5.1
Iowa	44.3	0.2	49.2	6.3
Kansas	30.6	1.8	61.1	6.4
Kentucky	30.1	0.0	59.9	9.9
Louisiana	39.2	0.0	49.4	11.5
Maine	47.5	0.0	44.6	7.9
Maryland	56.6	0.0	37.3	6.1
Massachusetts	51.4	0.0	43.6	5.0
Michigan	28.3	0.0	64.8	6.8
Minnesota	32.1	2.7	60.5	4.7
Mississippi	30.8	0.0	55.4	13.8
Missouri	55.1	0.5	37.5	6.9
Montana	31.9	9.0	47.6	11.5
Nebraska	57.1	0.7	34.9	7.3
Nevada	66.3	0.0	28.6	5.1
New Hampshire	43.9	0.0	51.6	4.5
New Jersey	54.3	0.0	41.8	3.9
New Mexico	15.0	0.0	71.1	13.9
New York	47.6	0.5	46.2	5.7
North Carolina	26.4	0.0	66.3	7.2
North Dakota	46.4	1.3	39.0	13.4
Ohio	50.5	0.3	43.2	6.1
Oklahoma	28.9	1.8	59.1	10.2
Oregon	35.0	1.4	56.2	7.4
Pennsylvania	55.6	0.1	37.8	6.5
Rhode Island	51.9	0.0	42.2	5.9
South Carolina	37.9	0.0	53.9	8.2
South Dakota	50.9	1.6	35.3	12.1
Tennessee	46.5	0.0	44.3	9.2
Texas	48.9	0.2	42.2	8.7
Utah	34.0	0.0	58.6	7.5
Vermont	23.4	0.0	70.7	5.8
Virginia	52.1	0.0	42.3	5.6
Washington	29.3	0.0	62.9	7.8
West Virginia	28.6	0.1	61.1	10.2
Wisconsin	41.8	0.0	53.1	5.0
Wyoming	33.5	7.7	50.2	8.6
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Outlying areas				
American Samoa	3.1	0.1	18.1	78.6
Guam	—	—	—	—
Northern Marianas	0.6	0.0	67.5	31.9
Puerto Rico	0.0	0.0	71.1	28.8
Virgin Islands	83.0	0.0	0.0	17.0

—Not available.

<sup>1</sup> Distribution affected by redistribution of reported values to correct for missing items

NOTE: Detail may not sum to totals because of rounding. National figures do not include outlying areas.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2000–01.



Table 9. Current expenditures for public elementary and secondary schools, by function and state: School year 2000–01

State	Current expenditures, by function [In thousands of dollars]			
	Total	Instruction	Support services	Noninstruction
<b>United States</b>	<b>\$348,170,327<sup>1</sup></b>	<b>\$214,239,936<sup>1</sup></b>	<b>\$119,340,347</b>	<b>\$14,590,045<sup>1</sup></b>
Alabama	4,354,794	2,685,185	1,372,039	297,570
Alaska	1,229,036	706,834	480,533	41,669
Arizona	4,632,539	2,644,051	1,680,590	307,898
Arkansas	2,505,179	1,529,997	835,105	140,077
California	42,908,787	26,669,527	14,607,413	1,631,847
Colorado	4,758,173	2,720,856	1,864,821	172,495
Connecticut	5,693,207	3,636,781	1,847,122	209,305
Delaware	1,027,224	624,720	355,721	46,784
District of Columbia	830,299	412,276	394,657	23,366
Florida	15,023,514	8,765,578	5,527,470	730,466
Georgia	10,011,343	6,348,453	3,147,603	515,287
Hawaii	1,215,968	732,495	412,198	71,275
Idaho	1,403,190	860,621	481,262	61,308
Illinois	15,658,682	9,353,629	5,790,227	514,826
Indiana	7,548,487	4,649,180	2,594,493	304,814
Iowa	3,430,885	2,009,507	1,165,065	256,313
Kansas	3,258,807	1,910,980	1,196,779	151,049
Kentucky	4,047,392	2,480,235	1,353,852	213,305
Louisiana	4,485,878	2,703,004	1,488,369	294,505
Maine	1,704,422	1,140,002	506,477	57,943
Maryland	7,041,586	4,313,374	2,379,400	348,812
Massachusetts	9,272,387	6,149,830	2,794,423	328,134
Michigan	14,243,597	8,314,919	5,498,768	429,910
Minnesota	6,531,198	4,056,664	2,203,771	270,762
Mississippi	2,576,457	1,556,216	852,422	167,818
Missouri	6,076,169	3,686,233	2,124,095	265,841
Montana	1,041,760	642,783	356,661	42,316
Nebraska	2,067,290	1,289,065 <sup>1</sup>	625,145	153,080 <sup>1</sup>
Nevada	1,978,480	1,235,986	679,607	62,886
New Hampshire	1,518,792	986,636	483,011	49,145
New Jersey	14,773,650	8,757,552	5,569,389	446,709
New Mexico	2,022,093	1,124,723	799,469	97,902
New York	30,884,292	20,964,737	9,079,172	840,384
North Carolina	8,209,954	5,205,893	2,541,222	462,839
North Dakota	668,814	398,009	215,431	55,374
Ohio	13,893,495	8,126,488	5,283,554	483,453
Oklahoma	3,750,542	2,170,392	1,339,283	240,866
Oregon	4,112,069	2,416,798	1,553,536	141,735
Pennsylvania	14,895,316	9,301,282	5,034,564	559,470
Rhode Island	1,465,703	945,243	482,636	37,824
South Carolina	4,492,161	2,688,234	1,557,201	246,726
South Dakota	796,133	472,130	282,454	41,549
Tennessee	5,170,379	3,331,249	1,584,632	254,498
Texas	26,546,557	16,045,613	9,176,521	1,324,423
Utah	2,250,339	1,455,772	659,359	135,208
Vermont	934,031	605,140	303,403	25,488
Virginia	8,335,805	5,144,215	2,865,859	325,731
Washington	6,782,127 <sup>1</sup>	4,025,930 <sup>1</sup>	2,426,047	330,150
West Virginia	2,157,568	1,325,664	706,549	125,355
Wisconsin	7,249,081	4,493,131	2,526,174	229,776
Wyoming	704,695	426,125	254,792	23,778
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Outlying areas				
American Samoa	40,642	16,551	16,136	7,954
Guam	—	—	—	—
Northern Marianas	49,151	37,757	5,991	2,821
Puerto Rico	2,257,837	1,578,747	465,714	213,376
Virgin Islands	125,252	78,554	40,007	6,691

— Not available.

<sup>1</sup> Value affected by redistribution of reported values to correct for missing data items.

NOTE: Detail may not sum to totals because of rounding. National figures do not include outlying areas.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2000–01.

Table 10. Percentage distribution of current expenditures for public elementary and secondary schools, by function and state: School year 2000–01

State	Within-state percentage distribution		
	Instruction	Support services	Noninstruction
<b>United States<sup>1</sup></b>	<b>61.5</b>	<b>34.3</b>	<b>4.2</b>
Alabama	61.7	31.5	6.8
Alaska	57.5	39.1	3.4
Arizona	57.1	36.3	6.6
Arkansas	61.1	33.3	5.6
California	62.2	34.0	3.8
Colorado	57.2	39.2	3.6
Connecticut	63.9	32.4	3.7
Delaware	60.8	34.6	4.6
District of Columbia	49.7	47.5	2.8
Florida	58.3	36.8	4.9
Georgia	63.4	31.4	5.1
Hawaii	60.2	33.9	5.9
Idaho	61.3	34.3	4.4
Illinois	59.7	37.0	3.3
Indiana	61.6	34.4	4.0
Iowa	58.6	34.0	7.5
Kansas	58.6	36.7	4.6
Kentucky	61.3	33.4	5.3
Louisiana	60.3	33.2	6.6
Maine	66.9	29.7	3.4
Maryland	61.3	33.8	5.0
Massachusetts	66.3	30.1	3.5
Michigan	58.4	38.6	3.0
Minnesota	62.1	33.7	4.1
Mississippi	60.4	33.1	6.5
Missouri	60.7	35.0	4.4
Montana	61.7	34.2	4.1
Nebraska <sup>1</sup>	62.4	30.2	7.4
Nevada	62.5	34.3	3.2
New Hampshire	65.0	31.8	3.2
New Jersey	59.3	37.7	3.0
New Mexico	55.6	39.5	4.8
New York	67.9	29.4	2.7
North Carolina	63.4	31.0	5.6
North Dakota	59.5	32.2	8.3
Ohio	58.5	38.0	3.5
Oklahoma	57.9	35.7	6.4
Oregon	58.8	37.8	3.4
Pennsylvania	62.4	33.8	3.8
Rhode Island	64.5	32.9	2.6
South Carolina	59.8	34.7	5.5
South Dakota	59.3	35.5	5.2
Tennessee	64.4	30.6	4.9
Texas	60.4	34.6	5.0
Utah	64.7	29.3	6.0
Vermont	64.8	32.5	2.7
Virginia	61.7	34.4	3.9
Washington <sup>1</sup>	59.4	35.8	4.9
West Virginia	61.4	32.7	5.8
Wisconsin	62.0	34.8	3.2
Wyoming	60.5	36.2	3.4
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Outlying areas			
American Samoa	40.7	39.7	19.6
Guam	—	—	—
Northern Marianas	76.8	12.2	5.7
Puerto Rico	69.9	20.6	9.5
Virgin Islands	62.7	31.9	5.3

— Not available.

<sup>1</sup> Distribution affected by redistribution of reported values to correct for missing items

NOTE: Detail may not sum to totals because of rounding. National figures do not include outlying areas.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2000–01.

Table 11. Student membership and current expenditures per pupil in membership for public elementary and secondary schools, by function and state:  
School year 2000–01

State	Fall 2000 student membership	Current expenditures per pupil in membership			
		Total	Instruction	Support services	Noninstruction
<b>United States</b>	<b>47,203,539<sup>1</sup></b>	<b>\$7,376<sup>1,2</sup></b>	<b>\$4,539<sup>1,2</sup></b>	<b>\$2,528<sup>1</sup></b>	<b>\$309<sup>1,2</sup></b>
Alabama	739,992 <sup>1</sup>	5,885 <sup>1</sup>	3,629 <sup>1</sup>	1,854 <sup>1</sup>	402 <sup>1</sup>
Alaska	133,356	9,216	5,300	3,603	312
Arizona	877,696	5,278	3,012	1,915	351
Arkansas	449,959	5,568	3,400	1,856	311
California	6,140,814 <sup>1</sup>	6,987 <sup>1</sup>	4,343 <sup>1</sup>	2,379 <sup>1</sup>	266 <sup>1</sup>
Colorado	724,508	6,567	3,755	2,574	238
Connecticut	562,179	10,127	6,469	3,286	372
Delaware	114,676	8,958	5,448	3,102	408
District of Columbia	68,925	12,046	5,982	5,726	339
Florida	2,434,821	6,170	3,600	2,270	300
Georgia	1,444,937	6,929	4,394	2,178	357
Hawaii	184,360	6,596	3,973	2,236	387
Idaho	245,117	5,725	3,511	1,963	250
Illinois	2,048,792	7,643	4,565	2,826	251
Indiana	989,267	7,630	4,700	2,623	308
Iowa	495,080	6,930	4,059	2,353	518
Kansas	470,610	6,925	4,061	2,543	321
Kentucky	665,850	6,079	3,725	2,033	320
Louisiana	743,089	6,037	3,638	2,003	396
Maine	207,037	8,232	5,506	2,446	280
Maryland	852,920	8,256	5,057	2,790	409
Massachusetts	975,150	9,509	6,307	2,866	336
Michigan	1,720,626 <sup>1</sup>	8,278 <sup>1</sup>	4,832 <sup>1</sup>	3,196 <sup>1</sup>	250 <sup>1</sup>
Minnesota	854,340	7,645	4,748	2,580	317
Mississippi	497,871	5,175	3,126	1,712	337
Missouri	912,744	6,657	4,039	2,327	291
Montana	154,875	6,726	4,150	2,303	273
Nebraska	286,199	7,223	4,504 <sup>2</sup>	2,184	535 <sup>2</sup>
Nevada	340,706	5,807	3,628	1,995	185
New Hampshire	208,461	7,286	4,733	2,317	236
New Jersey	1,313,405	11,248	6,668	4,240	340
New Mexico	320,306	6,313	3,511	2,496	306
New York	2,882,188	10,716	7,274	3,150	292
North Carolina	1,293,638	6,346	4,024	1,964	358
North Dakota	109,201	6,125	3,645	1,973	507
Ohio	1,835,049	7,571	4,428	2,879	263
Oklahoma	623,110	6,019	3,483	2,149	387
Oregon	546,231	7,528	4,424	2,844	259
Pennsylvania	1,814,311	8,210	5,127	2,775	308
Rhode Island	157,347	9,315	6,007	3,067	240
South Carolina	677,411	6,631	3,968	2,299	364
South Dakota	128,603	6,191	3,671	2,196	323
Tennessee	909,161 <sup>1</sup>	5,687 <sup>1</sup>	3,664 <sup>1</sup>	1,743 <sup>1</sup>	280 <sup>1</sup>
Texas	4,059,619	6,539	3,952	2,260	326
Utah	481,485	4,674	3,024	1,369	281
Vermont	102,049	9,153	5,930	2,973	250
Virginia	1,144,915	7,281	4,493	2,503	285
Washington	1,004,770	6,750 <sup>2</sup>	4,007 <sup>2</sup>	2,415	329
West Virginia	286,367	7,534	4,629	2,467	438
Wisconsin	879,476	8,243	5,109	2,872	261
Wyoming	89,940	7,835	4,738	2,833	264
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Outlying areas					
American Samoa	15,702	2,588	1,054	1,028	507
Guam	32,473	—	—	—	—
Northern Marianas	10,004	4,913	3,774	599	282
Puerto Rico	612,725	3,685	2,577	760	348
Virgin Islands	19,459	6,437	4,037	2,056	344

— Not available.

<sup>1</sup> Prekindergarten students imputed, affecting total student count and per pupil expenditure calculation

<sup>2</sup> Value affected by redistribution of reported expenditure values to correct for missing data item:

NOTE: Detail may not sum to totals because of rounding. National figures do not include outlying areas.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2000–01.

Table 12. Current expenditures for instruction for public elementary and secondary education, by state: School year 2000–01

[In thousands of dollars]							
State	Total	Salaries	Employee benefits	Purchased services	Tuition to out-of-state and private schools	Supplies	Other
<b>United States</b>	<b>\$214,239,936<sup>1</sup></b>	<b>\$154,436,273<sup>1</sup></b>	<b>\$39,502,080<sup>1</sup></b>	<b>\$6,422,880<sup>1</sup></b>	<b>\$2,453,411<sup>1</sup></b>	<b>\$10,396,510<sup>1</sup></b>	<b>\$1,028,781<sup>1</sup></b>
Alabama	2,685,185	1,920,297	495,374	66,477	1,743	190,735	10,557
Alaska	706,834	467,642	130,028	39,513	0	40,477	29,173
Arizona	2,644,051	1,906,875 <sup>1</sup>	475,746 <sup>1</sup>	72,334 <sup>1</sup>	49,074 <sup>1</sup>	126,109 <sup>1</sup>	13,913 <sup>1</sup>
Arkansas	1,529,997	1,149,953	258,404	37,658	3,457	75,550	4,976
California	26,669,527	19,033,888	4,812,906	925,743	441,551	1,448,534	6,904
Colorado	2,720,856	2,011,050	360,832	63,770	39,745	183,043	62,418
Connecticut	3,636,781	2,547,048	655,895	105,809	217,480	106,074	4,475
Delaware	624,720	429,192	124,996	18,051	12,542	38,299	1,640
District of Columbia	412,276	284,503	30,728	9,849	74,637	11,772	788
Florida	8,765,578	5,932,501	1,542,786	748,482	87	449,795	91,926
Georgia	6,348,453	4,529,768	1,450,419	83,673	2,770	276,079	5,743
Hawaii	732,495	530,554	117,031	33,380	0	37,095	14,434
Idaho	860,621	615,109	175,866	21,174	485	47,734	252
Illinois	9,353,629	6,801,454	1,651,528	262,997	158,047	426,452	53,151
Indiana	4,649,180	3,122,306	1,316,108	53,630	31	148,136	8,969
Iowa	2,009,507	1,485,095	380,228	51,197	14,513	75,403	3,071
Kansas	1,910,980	1,495,455	277,487	35,921	1,464	92,714	7,939
Kentucky	2,480,235	1,864,736	432,668	51,513	208	118,495	12,615
Louisiana	2,703,004	1,977,404	531,207	41,138	153	139,084	14,017
Maine	1,140,002	737,464	254,982	45,566	57,179	39,106	5,706
Maryland	4,313,374	2,986,065	925,061	98,669	158,679	128,496	16,405
Massachusetts	6,149,830	4,493,638	1,135,571	71,267	226,433	216,683	6,238
Michigan	8,314,919	5,666,668	1,974,436	290,651	52	334,602	48,511
Minnesota	4,056,664	2,978,205	743,214	141,707	29,691	138,198	25,649
Mississippi	1,556,216	1,138,861	287,917	31,891	3,236	89,231	5,080
Missouri	3,686,233	2,750,210	544,164	82,165 <sup>1</sup>	0	292,007	17,687 <sup>1</sup>
Montana	642,783	455,772	118,162	20,343	815	45,743	1,949
Nebraska	1,289,065 <sup>1</sup>	933,525 <sup>1</sup>	232,112	43,243	18,429	49,687	12,070
Nevada	1,235,986	860,805	249,815	14,334	461	50,395	60,177
New Hampshire	986,636	676,554	176,178	23,806	74,161	33,588	2,349
New Jersey	8,757,552	6,161,143	1,606,223	127,626	431,143	333,755	97,661
New Mexico	1,124,723	824,988	205,214	22,264	1	72,069	187
New York	20,964,737	15,571,677	3,981,122	735,248	0	673,372	3,318
North Carolina	5,205,893	4,011,793	810,940	103,588	0	274,414	5,158
North Dakota	398,009	286,531	77,464	11,282	1,585	19,784	1,364
Ohio	8,126,488	5,718,711	1,574,855	242,167	89,732	388,234	112,788
Oklahoma	2,170,392	1,618,558	339,153	35,392	0	170,254	7,035
Oregon	2,416,798	1,560,477	594,930	85,819	23,624	142,664	9,283
Pennsylvania	9,301,282	6,749,599	1,619,533	414,328	133,415	371,581	12,825
Rhode Island	945,243	687,435	183,619	11,355	36,353	26,052	430
South Carolina	2,688,234	1,949,364	510,164	58,461	398	140,553	29,293
South Dakota	472,130	334,214	78,322	21,950	5,313	30,843	1,487
Tennessee	3,331,249	2,420,304	487,326	52,186	0	360,523	10,911
Texas	16,045,613	12,501,223	1,726,671	465,736	31,835	1,188,924	131,225
Utah	1,455,772	983,315	359,515	30,037	190	75,423	7,291
Vermont	605,140	399,144	108,333	32,034	42,709	20,981	1,940
Virginia	5,144,215	3,777,922	1,047,378	94,409	2,056	216,059	6,391
Washington	4,025,930 <sup>1</sup>	2,858,290	766,554	182,694	7,094 <sup>1</sup>	183,040	28,257
West Virginia	1,325,664	886,262	358,070	20,318	271	60,639	104
Wisconsin	4,493,131	3,058,774	1,114,534	72,992	59,867	174,660	12,304
Wyoming	426,125	293,957	90,309	17,044	700	23,370	745
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Outlying areas							
American Samoa	16,551	11,518	2,227	1,256	0	1,121	429
Guam	—	—	—	—	—	—	—
Northern Marianas	37,757	26,834	7,215	2,710	0	960	38
Puerto Rico	1,578,747	1,284,707	173,077	6,248	0	17,392	97,322
Virgin Islands	78,554	60,440	16,543	179	0	1,362	29
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— Not available.							

<sup>1</sup> Value affected by redistribution of reported values to correct for missing data items.

NOTE: Detail may not sum to totals because of rounding. National figures do not include outlying areas.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2000–01.

Table 13. Expenditures for public elementary and secondary education and other related programs, by state: School year 2000–01

State	[In thousands of dollars]					
	Total	Current for public el/sec ed.	Facilities acquisition and construction	Replacement equipment	Other programs	Interest on debt
<b>United States</b>	<b>\$411,518,072<sup>1</sup></b>	<b>\$348,170,327</b>	<b>\$39,155,180</b>	<b>\$7,962,571<sup>1</sup></b>	<b>\$6,064,862<sup>1</sup></b>	<b>\$10,165,131<sup>1</sup></b>
Alabama	5,075,425	4,354,794	461,455	70,611	104,322	84,244
Alaska	1,405,783	1,229,036	132,675	17,890	6,643	19,539
Arizona	6,837,290 <sup>1</sup>	4,632,539	1,528,345	279,378 <sup>1</sup>	33,405 <sup>1</sup>	363,622
Arkansas	2,809,612	2,505,179	166,833	71,780	8,867	56,954
California	50,549,119	42,908,787	5,349,981	1,011,048	884,682	394,620
Colorado	5,721,045	4,758,173	557,604	118,829	43,477	242,962
Connecticut	6,633,858 <sup>1</sup>	5,693,207	601,014	100,237	107,271 <sup>1</sup>	132,129
Delaware	1,191,951	1,027,224	112,938	22,097	15,650	14,043
District of Columbia	1,051,014 <sup>1</sup>	830,299	163,272	20,835	11,742	24,867 <sup>1</sup>
Florida	18,752,867	15,023,514	2,633,833	238,219	462,334	394,967
Georgia	11,865,052	10,011,343	1,392,000	229,274	51,358	181,077
Hawaii	1,410,119	1,215,968	76,272	42,758	33,606	41,515
Idaho	1,564,207	1,403,190	90,024	36,497	3,998	30,498
Illinois	18,932,238	15,658,682	2,077,555	560,592	144,436	490,973
Indiana	9,084,055	7,548,487	691,386	154,652	58,425	631,104
Iowa	3,918,833	3,430,885	291,076	114,134	25,274	57,463
Kansas	3,591,632	3,258,807	85,253	134,193	3,482	109,898
Kentucky	4,339,910	4,047,392	40,501	127,568	48,319	76,130
Louisiana	5,017,490	4,485,878	313,162	97,110	19,040	102,300
Maine	1,902,758	1,704,422	110,677	29,900	19,453	38,307
Maryland	7,966,173	7,041,586	729,632	94,159	19,844	80,951
Massachusetts	9,833,455	9,272,387	49,480	130,685	127,887	253,016
Michigan	17,266,301	14,243,597	1,742,659	361,314	353,580	565,151
Minnesota	8,104,831	6,531,198	783,749	193,256	298,993	297,635
Mississippi	2,885,800	2,576,457	139,772	86,781	20,525	62,265
Missouri	7,148,100	6,076,169	488,536	228,750	144,478	210,168
Montana	1,123,812	1,041,760	43,955	19,165	7,441	11,490
Nebraska	2,378,237	2,067,290	180,919	82,997	3,420	43,612
Nevada	2,702,909	1,978,480	502,522	74,177	13,784	133,946
New Hampshire	1,723,025	1,518,792	142,742	24,220	4,257	33,015
New Jersey	16,571,448	14,773,650	1,222,613	153,610	174,057	247,518
New Mexico	2,375,194	2,022,093	280,371	24,502	14,333	33,894
New York	35,703,439	30,884,292	2,302,144	355,577	1,295,289	866,137
North Carolina	9,920,176 <sup>1</sup>	8,209,954	1,274,116	155,386	46,011	234,710 <sup>1</sup>
North Dakota	739,258	668,814	32,444	24,661	5,819	7,519
Ohio	16,327,367	13,893,495	1,241,876	468,187	420,683	303,126
Oklahoma	4,082,423	3,750,542	211,148	61,125	22,254	37,354
Oregon	4,677,930	4,112,069	349,310	70,131	17,780	128,641
Pennsylvania	17,835,344	14,895,316	1,636,448	263,560	346,074	693,945
Rhode Island	1,538,412	1,465,703	8,491	19,099	17,924	27,195
South Carolina	5,539,077	4,492,161	752,176	107,920	59,273	127,547
South Dakota	961,630	796,133	101,190	42,617	3,132	18,559
Tennessee	6,280,529	5,170,379	770,193	131,568	29,795	178,594
Texas	32,885,506	26,546,557	4,303,632	592,151	221,309	1,221,856
Utah	2,750,282	2,250,339	319,269	48,375	64,514	67,786
Vermont	1,014,673	934,031	43,004	19,233	2,968	15,437
Virginia	9,690,316	8,335,805	877,685	235,326	52,271	189,229
Washington	8,152,660 <sup>2</sup>	6,782,127 <sup>2</sup>	902,302	137,494	40,657	290,079
West Virginia	2,348,364	2,157,568	77,294	69,022	33,650	10,830
Wisconsin	8,553,822	7,249,081	730,011	181,538	115,591	277,601
Wyoming	783,319	704,695	39,641	28,384	1,486	9,113
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Outlying areas						
American Samoa	48,742	40,642	4,739	704	2,657	0
Guam	—	—	—	—	—	—
Northern Marianas	59,584	49,151	10,282	13	139	0
Puerto Rico	2,368,687	2,257,837	97	44,816	46,694	19,242
Virgin Islands	136,704	125,252	8,015	1,259	2,177	0

— Not available.

<sup>1</sup> Value contains imputation for missing data. Imputed value is less than 2 percent of total expenditures in any one state.<sup>2</sup> Value affected by redistribution of reported values to correct for missing data items.

NOTE: Detail may not sum to totals because of rounding. National figures do not include outlying areas.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2000–01.

### **F.3. Survey Form**

This Part included a printout of the NPEFS web form because the survey form includes definitions of the items and is more usable for this survey than the record layout would be. Refer to PDF files of National Public Education Finance Survey, labeled OMB CCD, Part F3.

ED Form 2447  
OMB Number 1850-0067  
Approval expires  
December 31, 2004

**U.S. DEPARTMENT OF EDUCATION**  
**NATIONAL CENTER FOR EDUCATION STATISTICS**

**The National Public  
Education Financial Survey**

**Fiscal Year 2002**

NAME OF STATE	NAME OF PERSON PREPARING THIS REPORT	TELEPHONE NUMBER (Include area code, extension)

RETURN COMPLETED FORM TO:

Bureau of the Census  
ATTN: Governments Division  
Washington, DC 20233-6800

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0067. The time required to complete this information collection is estimated to average 78 hours, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this survey, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual survey, write directly to: U.S. Department of Education, National Center for Education Statistics, Elementary/Secondary and Libraries Studies Division, Washington, DC 20008-5651.

CERTIFICATION: I hereby certify that to the best of my knowledge and belief, the data reported in sections I-XV below constitute a true and full report of revenues, expenditures and student attendance during the regular school year and for summer school for the public elementary and secondary schools under this jurisdiction for purposes of public law 97-35, as revised by the Elementary and Secondary Act of 1965.

TYPE OR PRINT NAME OF AUTHORIZED OFFICIAL		SIGNATURE OF AUTHORIZED OFFICIAL	
TITLE:			

**PUBLIC ELEMENTARY AND SECONDARY  
EDUCATION REVENUES FROM ALL SOURCES**

<b>I. REVENUE FROM LOCAL SOURCES</b>	<b>AMOUNT (omit cents)</b>
<b>a. Property Tax (1110)</b> [Include only Ad Valorem taxes. Do not include penalties and interest or dependent district's property taxes here.]	<b>R1A</b> \$ _____
<b>b. Non-property Tax (1120-1190)</b> [Include Sales and use taxes, income taxes, penalties and interest on taxes, and other taxes. Do not include dependent district's non-property taxes here.]	<b>R1B</b> \$ _____
<b>c. Other Local Government Units-Property Tax (1210)</b> [Include only Ad Valorem taxes for dependent district's property taxes. Do not include penalties and interest here.]	<b>R1C</b> \$ _____
<b>d. Other Local Government Units-Non-Property Tax (1220-1290)</b> [Include Sales and use taxes, income taxes, penalties and interest on taxes, and other taxes. Include dependent district's non-property taxes here.]	<b>R1D</b> \$ _____
<b>e. Tuition From Individuals (1310)</b> [Include tuition from individuals only.]	<b>R1E</b> \$ _____
<b>f. Tuition From Other LEAs Within The State (1320)</b> [Include tuition from other LEAs within the State only.]	<b>R1F</b> \$ _____
<b>g. Transportation Fees From Individuals (1410)</b> [Include transportation fees from individuals only.]	<b>R1G</b> \$ _____
<b>h. Transportation fees from other LEAs Within the State (1420)</b> [Include transportation fees from other LEAs within the state only.]	<b>R1H</b> \$ _____
<b>i. Earnings on Investments (1500-1540)</b> [Include interest on investments, dividends on investments, gains or losses on sale of investments, earnings on investment in real property.]	<b>R1I</b> \$ _____
<b>j. Food Service (excluding federal reimbursements) (1600-1630)</b> [Include daily sales for reimbursable programs, school breakfast programs, special milk programs, and non-reimbursable programs. Also include special functions, Federal reimbursements should appear under 4500.]	<b>R1J</b> \$ _____



## I. REVENUE FROM LOCAL SOURCES

	AMOUNT (omit cents)
<b>k. Student Activities (1700-1790)</b> [Include admissions, bookstore sales, student organization membership dues and fees, student fees, and other student activity income.]	<b>R1K</b> \$ _____
<b>l. Other Revenue from Local Sources (1330-1340, 1430-1440, 1800, 1900-1990; not 1940)</b> [Include tuition from other LEAs outside the State, and tuition from other sources. Include transportation fees from other LEAs outside the State, and transportation fees from other sources. Include revenues from community service activities operated by an LEA. Include revenue from the rental of real or personal property owned by the school, contributions and donations from private sources, gains or losses on sale of fixed assets of proprietary funds, services provided other LEAs, other local governmental units, other funds, and miscellaneous.]	<b>R1L</b> \$ _____
<b>m. Textbook Revenues (1940)</b> [Include textbook sales and rentals.]	<b>R1M</b> \$ _____
<b>n. Summer School Revenue</b> [Include tuition from students, other LEAs, fees and charges.]	<b>R1N</b> \$ _____
<b>Local Sources of Revenue Subtotal (1000)</b> [EXCLUDE tuition from other LEAs within the State (1320) and transportation fees from other LEAs within the State (1420). Sum a-e, g, i-n.]	<b>STR1</b> \$ _____

<b>II. REVENUE FROM INTERMEDIATE SOURCES (2000)</b> [Include all revenues that can be used for any legal purpose desired by an ISA without restriction. Include revenues that must be used for a categorical or restricted purpose. Include revenues to an ISA in lieu of taxes it would have had to pay had its property or other tax base been subject to taxation. Include payments to pension fund by other governmental jurisdiction for the benefit of the LEA, contributions of equipment and supplies, and contributions to fixed assets.]	<b>R2</b> \$ _____
<b>III. REVENUE FROM STATE SOURCES (3000)</b> [Include all revenues that can be used for any legal purpose desired by an LEA without restriction. Include revenues that must be used for a categorical or specific purpose. Include revenues to an LEA in lieu of taxes it would have had to pay had its property or other tax base been subject to taxation. Include payments to pension fund by other governmental jurisdiction for the benefit of the LEA, contributions of equipment and supplies, and contributions to fixed assets.]	<b>R3</b> \$ _____

#### IV. REVENUE FROM FEDERAL SOURCES

	AMOUNT (omit cents)
<b>a. Grants-in-Aid Direct from the Federal Government (4100, 4300)</b> [Include all revenues that can be used for any legal purpose desired by an LEA without restriction. Include all direct revenue grants to LEA which must be used for a categorical or specific purpose.]	R4A \$ _____
<b>b. Grants-in-Aid from the Federal Government Through the State (4200,4500)</b> [Include all revenues that can be used for any legal purpose desired by an LEA without restriction. Include all revenues through the State as grants to the LEA which must be used for a categorical or specific purpose. Federal reimbursements for food service should appear here.]	R4B \$ _____
<b>c. Grants-in-Aid from the Federal Government Through Other Intermediate Agencies (4700)</b> [Include all revenue grants through an intermediate agency to the LEA.]	R4C \$ _____
<b>d. Other Revenue from Federal Sources (4800, 4900)</b> [Include revenues to an LEA in lieu of taxes it would have had to pay had its property or other tax base been subject to taxation. Include payments made by the Federal Government for the benefit of the LEA, contributions of equipment and supplies, and contributions to fixed assets, and foods donated by the Federal Government to the LEA.]	R4D \$ _____
<b>Federal Sources of Revenue Subtotal (4000)</b>	STR4 \$ _____

<b>V. OTHER SOURCES OF REVENUE (5000)</b> [Include bond principal and premiums. Accrued interest realized from the sale of bonds should be included when permitted by State law. Include amounts available from the sale of school property or compensation for the loss of fixed assets. Do not include proprietary funds gain on sale of fixed assets here, but in 1900.]	R5 \$ _____
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<b>TOTAL REVENUE FROM ALL SOURCES</b> [Should agree with sum of subtotals I, II, III, and IV. DO NOT include other sources of revenue (5000).]	TR \$ _____
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**PUBLIC ELEMENTARY AND SECONDARY  
EDUCATION EXPENDITURES**

	AMOUNT (omit cents)
<b>1. Salaries (100)</b> [Include gross salary of those involved in instruction (see footnote) while on the payroll of the LEA.]	E11 \$ _____
<b>2. Employee benefits (200)</b> [Include amounts paid by the LEA on behalf of employees. Examples are group insurance, social security contributions, retirement contributions, tuition reimbursement, unemployment compensation, workmen's compensation, and such other employee benefits as unused sick leave.]	E12 \$ _____
<b>3. Purchased services (300-500; exclude 560)</b> [Include the services of teachers or others who provide instruction to students. Include computer-assisted instructional (CAI) expenditures, travel for instructional staff and per diem expenses. Exclude tuition (560).]	E13 \$ _____
<b>4. Tuition (562, 563, 569)</b> [Include tuition to other LEAs outside the State, tuition to private schools, and other tuition. Exclude (561).]	E14 \$ _____
<b>5. Tuition to Other LEAs Within the State (561)</b>	E15 \$ _____
<b>6. Supplies (600)</b> [Include amounts paid for items that are consumed, worn out or deteriorated through use. Examples include classroom teaching supplies, audiovisual supplies, books and periodicals. Do not include energy expenditures.]	E16 \$ _____
<b>7. Property (700)</b> [Include tangible property of a more or less permanent nature, other than land or buildings or improvements thereon. Examples are machinery, tools, trucks, cars, furniture and furnishings.]	E17 \$ _____
<b>8. Other (800)</b> [Include dues and fees paid by LEAs on behalf of instructional staff for membership in professional or other organizations.]	E18 \$ _____
<b>Instruction Expenditures Subtotal (1000)</b> [DO NOT include tuition to other LEAs within the State (561) or Property (700) in this subtotal.]	STE1 \$ _____

<sup>1</sup>Include only regular and part-time teachers, teacher aides, homebound teachers, hospital-based teachers, substitute teachers, and teachers on sabbatical leave. If prorated amount and FTE are not available, also include teaching school nurses, teaching librarians, and teaching departmental chairpersons.

II. SUPPORT SERVICES (2000) [See instructions for a more detailed listing under each Support Services function and object.]	AMOUNT (omit cents)		
	Students <sup>2</sup> (2100)	Instructional Staff <sup>3</sup> (2200)	General Administration <sup>4</sup> (2300)
1. Salaries (100) [Include gross salary while on the payroll of the LEA.]	Note: Include salaries only for staff in footnote 2. E212 \$ _____	Note: Include salaries only for staff in footnote 3. E213 \$ _____	Note: Include salaries only for staff in footnote 4. E214 \$ _____
2. Employee benefits (200) [Include amounts paid by the LEA on behalf of employees. Examples are group insurance, social security contributions, retirement contributions, tuition reimbursement, unemployment compensation, workmen's compensation, and such other employee benefits as unused sick leave.]	Note: Include employee benefits only for staff in footnote 2. E222 \$ _____	Note: Include employee benefits only for staff in footnote 3. E223 \$ _____	Note: Include employee benefits only for staff in footnote 4. E224 \$ _____
3. Purchased Services (300-500) [a. Include the services of medical doctors, social workers, psychologists, psychiatrists, audiologists and other consultants providing for student needs. b. Include expenditures for instructional staff (see footnote below). c. Include the services of legal firms, election services and staff relations and negotiations services. Travel for these staff is also included in a, b or c as appropriate.]	Note: Only include 3a here E232 \$ _____	Note: Only include 3b here E233 \$ _____	Note: Only include 3c here E234 \$ _____
4. Supplies (600) [Include amounts paid for items that are consumed, worn out, or deteriorated through use. Examples are attendance supplies, medical supplies, films, tapes, paper supplies, books and periodicals.]	E242 \$ _____	E243 \$ _____	E244 \$ _____
5. Property (700) [Include expenditures for furniture and fixtures, as well as desks, file cabinets, typewriters, duplicating machines, computers, audiovisual equipment and the like.]	E252 \$ _____	E253 \$ _____	E254 \$ _____
6. Other (800) [Include miscellaneous expenditures for goods and services not mentioned above, such as staff membership fees.]	E262 \$ _____	E263 \$ _____	E264 \$ _____
Support Services Expenditures Subtotal (2100-2300) [DO NOT include Property (700) in this subtotal. Sum 100-600, 800 for each column.]	Subtotal 2100  STE22 \$ _____	Subtotal 2200  STE23 \$ _____	Subtotal 2300  STE24 \$ _____

<sup>2</sup>Include only staff in attendance and social work services, guidance, health, speech pathology and audiology.

<sup>3</sup>Include only supervisors of instruction (not department chairmen), curriculum coordinators and inservice training staff, school library staff, audiovisual staff, educational television staff, and staff engaged in the development of computer-assisted instruction.

<sup>4</sup>Include only board of education staff, board secretary/clerk staff relations and negotiations staff, the superintendent's staff, and the superintendent.

<b>II. SUPPORT SERVICES (2000)</b> [See instructions for a more detailed listing under each Support Services function and object.]	<b>AMOUNT (omit cents)</b>		
	<b>School Administration<sup>5</sup> (2400)</b>	<b>Operations and Maintenance<sup>6</sup> (2600)</b>	<b>Student Transportation<sup>7</sup> (2700)</b>
<b>1. Salaries (100)</b> [Include gross salary while on the payroll of the LEA.]	Note: Include salaries only for staff in footnote 5. <b>E215</b> \$ _____	Note: Include salaries only for staff in footnote 6. <b>E216</b> \$ _____	Note: Include salaries only for staff in footnote 7. <b>E217</b> \$ _____
<b>2. Employee benefits (200)</b> [Include amounts paid by the LEA on behalf of employees. Examples are group insurance, social security contributions, retirement contributions, tuition, reimbursement, unemployment compensation, workmen's compensation, and other employee benefits as unused sick leave.]	Note: Include employee benefits only for staff in footnote 5.  <b>E225</b> \$ _____	Note: Include employee benefits only for staff in footnote 6.  <b>E226</b> \$ _____	Note: Include employee benefits only for staff in footnote 7.  <b>E227</b> \$ _____
<b>3. Purchased Services (300-500)</b> [a. Include the services of consultants, school scheduling firms, and administrative staff inservice training. b. Include the services of maintenance companies, security services, equipment repair companies and grounds upkeep concerns. c. Include the services of student busing companies and handicapped transportation services.]	Note: Only include 3a here  <b>E235</b> \$ _____	Note: Only include 3b here  <b>E236</b> \$ _____	Note: Only include 3c here  <b>E237</b> \$ _____
<b>4. Supplies (600)</b> [Include amounts paid for items that are consumed, worn out, or deteriorated through use. Examples are books and periodicals, energy expenditures, services received from utility companies, food expenditures from school food service programs, and routine auto and bus maintenance.]	 <b>E245</b> \$ _____	 <b>E246</b> \$ _____	 <b>E247</b> \$ _____
<b>5. Property (700)</b> [Include expenditures for furniture and fixtures, as well as desks, file cabinets, computers, vehicles and machinery.]	 <b>E255</b> \$ _____	 <b>E256</b> \$ _____	 <b>E257</b> \$ _____
<b>6. Other (800)</b> [Include miscellaneous expenditures for goods and services not mentioned above, such as staff membership fees.]	 <b>E265</b> \$ _____	 <b>E266</b> \$ _____	 <b>E267</b> \$ _____
<b>Support Services Expenditures Subtotal (2400-2700)</b> [DO NOT include Property (700) in this subtotal. Sum 100-600, 800 for column.]	<b>Subtotal 2400</b> <b>STE25</b> \$ _____	<b>Subtotal 2600</b> <b>STE26</b> \$ _____	<b>Subtotal 2700</b> <b>STE27</b> \$ _____

<sup>5</sup>Include only the staff of the office of the principal (including vice principals and other assistants), department chairpersons and the principal.

<sup>6</sup>Include only operations and maintenance supervisor, operation staff (heating, lighting, ventilation, repairing and replacing facilities and equipment), care and upkeep of grounds and equipment staff, vehicle operations and maintenance staff (not student transportation staff) and security services staff.

<sup>7</sup>Include only student transportation supervision staff, and staff for vehicle operation, monitoring of students, and vehicle maintenance.

II. SUPPORT SERVICES (2000) [See instructions for a more detailed listing under each Support Services function and object.]	AMOUNT (omit cents)	
	Other Support Services <sup>8</sup> (2500, 2800, 2900)	Total by object (100, 200, etc.)
1. Salaries (100) [Include gross salary while on the payroll of the LEA.]	Note: Include salaries only for staff in footnote 8.  E218 \$ _____	TE21 \$ _____
2. Employee benefits (200) [Include amounts paid by the LEA on behalf of employees. Examples are group insurance, social security contributions, retirement contributions, tuition reimbursement, unemployment compensation, workmen's compensation, and such other employee benefits as unused sick leave.]	Note: Include employee benefits only for staff in footnote 8.  E228 \$ _____	TE22 \$ _____
3. Purchased Services (300-500) [ Include purchased business support services such as budgeting, payroll, financial accounting, internal auditing, purchasing, warehousing, printing and duplicating; purchased central support services such as planning, research, development, evaluations and data processing services. Travel for these staff is also included here.]	E238 \$ _____	TE23 \$ _____
4. Supplies (600) [Include amounts paid for items that are consumed, worn out, or deteriorated through use. Examples are paper supplies, books and periodicals.]	E248 \$ _____	TE24 \$ _____
5. Property (700) [Include expenditures for furniture and fixtures, as well as desks, file cabinets, computers, vehicles and machinery.]	E258 \$ _____	TE25 \$ _____
6. Other (800) [Include miscellaneous expenditures for goods and services not mentioned above, such as staff membership fees. Include short-term interest payments here.]	E268 \$ _____	TE26 \$ _____
Support Services Expenditures Subtotal [DO NOT include Property (700) in this subtotal. Sum 100-600, 800 for each column.]	Subtotal 2500, 2800, 2900  STE28 \$ _____	Subtotal all support services (2100-2900)  STE2T \$ _____

<sup>8</sup>Business support staff includes the chief business officer, the staff for supervisor of fiscal services, budgeting, payroll, financial accounting, internal auditing, purchasing, warehousing, printing and duplicating staff. Central support staff (2800) includes planning, research, development, evaluation staff, as well as data processing staff. Other support services (2900) is designated for any support staff not included in Support Services (2100-2800).

<b>III. Operation of Non-Instructional Services</b> [Include food services operations and enterprise operations (preschool, computer services, handicapped)] Note: Community Services appear on page 11.	<b>AMOUNT (omit cents)</b>	
	<b>Food Services Operations (3100)<sup>9</sup></b>	<b>Enterprise Operations (3200)<sup>10</sup></b>
<b>1. Salaries (100)</b> [Include gross salary while on the payroll of the LEA.]	<b>E3A11</b> \$ _____	<b>E3B11</b> \$ _____
<b>2. Employee benefits (200)</b> [Include amounts paid by the LEA on behalf of employees. Examples are group insurance, social security contributions, retirement contributions, tuition reimbursement, unemployment compensation, workmen's compensation, and such other employee benefits as unused sick leave.]	<b>E3A12</b> \$ _____	<b>E3B12</b> \$ _____
<b>3. Purchased Services (300-500)</b> a. [Include purchased food service operations such as Pizza Hut, McDonalds, and SAGA. b. [Include purchased enterprise operations such as computer services, preschool, and handicapped.]	Note: Only include 3a here  <b>E3A13</b> \$ _____	Note: Only include 3b here  <b>E3B13</b> \$ _____
<b>4. Supplies (600)</b> a. [Include amounts paid for items such as silverware, trays, napkins, plates, etc.] b. [Include amounts paid for items such as computer diskettes, laser toner, etc.]	Note: Only include 4a here  <b>E3A14</b> \$ _____	Note: Only include 4b here  <b>E3B14</b> \$ _____
<b>5. Property (700)</b> a. [Include expenditures for oven, dishwasher, refrigerator, etc.] b. [Include expenditures for purchases of PCs, modems, printers.]	Note: Only include 5a here  <b>E3A2</b> \$ _____	Note: Only include 5b here  <b>E3B2</b> \$ _____
<b>6. Other (800); exclude Interest on Bonds (830)</b> [Put 830 in function 5100] [Include miscellaneous expenditures for goods and services not mentioned above.]	<b>E3A16</b> \$ _____	<b>E3B16</b> \$ _____
<b>Operation of Non-Instructional Services Expenditures Subtotal</b> [DO NOT include Property (700) in this subtotal. Sum 100-600, 800 for each column.]	<b>E3A1</b> \$ _____	<b>E3B1</b> \$ _____

<sup>9</sup>Note that food services expenditures should be gross expenditures, even if substantially aided by federal nutrition programs. If food services are run as an enterprise operation in your state, enter amounts in 3100 and note practice below column.

<sup>10</sup>Enterprise operations are activities that are financed by user charges [without governmental funds] similar to a private business. Include payments to the enterprise fund by a school system to cover deficit operations. Note below column the types of enterprise operations reported.

<b>IV. Direct Program Support</b> [Include expenditures by SEA or State made on behalf of LEA not classified elsewhere.]	<b>Amount (omit cents)</b>
<b>a. Textbooks for Public School Children</b>  1. Include objects 100, 200, 300-500, 600 and 800. DO NOT include Property (700). 2. Property (700) [furniture, fixtures, equipment].	E4A1 \$ _____ E4A2 \$ _____
<b>b. Transportation for Public School Children</b>  1. Include objects 100, 200, 300-500, 600 and 800. DO NOT include Property (700). 2. Property (700) [furniture, fixtures, equipment].	E4B1 \$ _____ E4B2 \$ _____
<b>c. Employee Benefits for Public School Employees</b>  1. Include objects 100, 200, 300-500, 600 and 800. DO NOT include Property (700). 2. Property (700) [furniture, fixtures, equipment].	E4C1 \$ _____ E4C2 \$ _____
<b>d. Direct Program Support for Private School Students</b>  [Include expenditures by SEA or State made for/on behalf of private school students.]	E4D \$ _____
<b>e. Direct Program Support for Public School Students</b> (specify program name on dotted line)  _____  _____  1. Include objects 100, 200, 300-500, 600 and 800. DO NOT include Property (700). 2. Property (700) [furniture, fixtures, equipment].	E4E1 \$ _____ E4E2 \$ _____
<b>Direct Support Subtotal</b>  [DO NOT include Direct Program Support for Private School Students (d) or any Property (700) in this subtotal. Sum a.1, b.1., c.1., and e.1.]	STE4 \$ _____
<b>V. Current Expenditures</b> [Sum subtotals for I. Instruction (1000), II. Support Services (2000), III. Non-Instruction (3000) (but <u>not</u> Community Services) and IV. Direct Program Support (but <u>not</u> Private School Student Aid). DO NOT include any Property (700) in this total.]	TE5 \$ _____



<b>VI. Facilities Acquisition and Construction Services (4000)</b>	<b>AMOUNT (omit cents)</b>
<b>1. Non-Property Expenditures (Construction) (4100-4900)</b> [Include salaries (100), employee benefits (200), purchased professional and technical services (300), purchased property services (400), other purchased services (500), supplies (600) and other expenditures (800).]	E61 \$ _____
<b>2. Property Expenditures</b> [Include Land and Improvements (710), and Land and Existing Buildings (720).]	E62 \$ _____
<b>3. Equipment</b> [Include expenditures for the initial purchase of newly constructed or renovated schools, and replacement items of equipment (730).]	E63 \$ _____

<b>VII. Other Uses (5000)</b> [Include debt service payments (principal and interest).]	
<b>a. Debt Services (5100)</b> [Include only long-term debt services (obligations exceeding one year.)]  <b>1. Interest (830)</b> [include only long term. Interest on current loans (repayable within one year of receiving the obligation) is charged to 2513 and should be reported under other Support Services-other (2500-800).] <b>2. Redemption of Principal (910)</b>	E7A1 \$ _____ E7A2 \$ _____
<b>Other Uses Subtotal</b>	STE7 \$ _____

<b>VIII. Community Services (3300)</b> [Include expenditures for child care and community swimming pool.]	<b>AMOUNT</b> <b>(omit cents)</b>
1. Include objects 100, 200, 300-500, 600 and 800. DO NOT include Property (700).	E81 \$ _____
2. Property (700) [furniture, fixtures, equipment]	E82 \$ _____
<b>IX. Direct Cost Programs</b> [Include here educational expenditures for other than public pre-K through 12 programs not shown above.]	
<b>a. Non-Public School Programs (program #500)</b> [Do not include property (object 700).]	E9A \$ _____
<b>b. Adult Education (program #600)</b> [Do not include property (object 700).]	E9B \$ _____
<b>c. Community College (program #700)</b> [Do not include property (object 700).]	E9C \$ _____
<b>d. Other (specify program name on dotted line)</b> _____ _____ _____	E9D \$ _____
<b>IX. Direct Cost Programs</b>	
<b>1. Property (700)</b> [Include property from Non-Public School Programs (#500), Adult Education (#600), Community College (#700) and Other.]	E91 \$ _____
<b>Direct Cost Programs Subtotal</b> [DO NOT include Property (700) in this subtotal.]	STE9 \$ _____
<b>X. Property (700)</b>	
[Total from Property in Instruction (I), Support Services (II), Operation of Non-Instructional Services (III), Direct Program Support (IV), Property Expenditures and Equipment (VI), Community Services (VIII) and Direct Cost Programs (IX).]	TE10 \$ _____
<b>XI. Total Expenditures For Education</b> [Sum Current Expenditures (V), Non-Property Expenditures (VI), Community Services (VIII), Direct Cost Programs (IX) and Property (X). DO NOT include Other Uses (VII).]	TE11 \$ _____

<b>XII. Exclusions from Current Expenditures for State per pupil expenditures (SPPE)</b>	<b>AMOUNT (omit cents)</b> (shaded areas need not be completed)
a. Tuition paid by individuals (1310)	Obtained from p. 1 (1310)
b. Transportation fees paid by individuals (1410)	Obtained from p.1 (1410)
c. Title I expenditures  [Note: DO NOT simply restate revenues received. This item is to contain expenditures.]	X12C \$ _____
d. Title I carryover expenditures	X12D \$ _____
e. Title VI expenditures [Note: DO NOT simply restate revenues received. This item is to contain expenditures.]	X12E \$ _____
f. Title VI carryover expenditures	X12F \$ _____
g. Food Service revenues (1630)	Obtained from p.1 (1630)
h. Student activities revenues (1700-1790)	Obtained from p.2 (1700-1790)
i. Textbook revenues (1940)	Obtained from p.2 (1940)
j. Summer School Revenues	Obtained from p.2
<b>Total Exclusions (sum a..j)</b> (NCES will compute this)	
<b>XIII. Net Current Expenditure as defined by Hawkins-Stafford Education Amendments of 1988 (P.L. 100-297).</b> [Subtract Total Exclusions (XII) from Current Expenditures (V)] (NCES will compute this)	

<b>XIV. Average Daily Attendance (ADA)</b>	<b>Use either method A or B</b>
<b>A. ADA as defined by State Law</b> [Append definition, statutory citation, length of school year and length of school day.]	<b>A14A</b>
<b>B. ADA as defined by NCES</b> [The aggregate days of attendance of a given school during a given reporting period divided by the number of days in session during this period.]	<b>A14B</b>

	<b>AMOUNT (omit cents)</b>
<b>XV. State Per Pupil Expenditure to be used, in part, in the calculation of Federal Entitlements for Chapter 1 (ECIA), Impact Aid, Indian Education and other Federal programs.</b> [Divide XIII by XIV.] (NCES will compute this)	

## F.5. Data Plan

This part includes the data plan for the FY 2004 data collection. The first set of questions provides documentation about the quality of the reported data. These questions will be included in the NPEFS collection every year. The second set of questions solicits respondent feedback about the availability of new or problematic data. This information helps in understanding and processing the NPEFS data and also benefits the Census Bureau in processing the Survey of Local Governments: School Systems (F-33) data collection.

### FISCAL DATA PLAN FY 2005

#### Data Quality Documentation of the NPEFS Data (questions do not change)

##### 1. Direct Program Support/State Payments on Behalf

- A. Do local education agencies in your state receive Direct Program Support/State Payments on Behalf monies from the state?  
\_\_\_ Yes \_\_\_ No If no, please go to Question 2.
- B. Do you include these payments in the REVENUE section of your NPEFS report?  
\_\_\_ Yes \_\_\_ No
- C. Are you able to report these payments in the appropriate EXPENDITURE section of the NPEFS report?  
\_\_\_ Yes \_\_\_ No
- D. Are these amounts available on a district-by-district basis for use on the F-33 Local School District report?  
\_\_\_ Yes \_\_\_ No
- E. Are these amounts reported on your state's F-33 Local School District data submission?  
\_\_\_ Yes \_\_\_ No
- F. Please provide the TOTAL Direct Program Support/State Payments on Behalf amounts in your state. Include all amounts, even those reported under their appropriate functions.
  - a. Textbooks for Public School Students,
    - 1) Non-Property \$\_\_\_\_\_.
    - 2) Property only \$\_\_\_\_\_.
  - b. Transportation for Public School Students,
    - 1) Non-Property \$\_\_\_\_\_.
    - 2) Property only \$\_\_\_\_\_.
  - c. Employee Benefits for Public School Employees,
    - 1) Non-Property \$\_\_\_\_\_.
    - 2) Property only \$\_\_\_\_\_.

d. Direct Program Support for Private School Students,  
Non-Property \$\_\_\_\_\_.

e. Other Direct Program Support for Public School Students,

1) Non-Property \$\_\_\_\_\_.

(Please specify program name \_\_\_\_\_.)

2) Property only \$\_\_\_\_\_.

(Please specify program name \_\_\_\_\_.)

2. Charter Schools

A. Does your state have charter schools?

\_\_\_ Yes \_\_\_ No If no please go to Question 3.

B. Please indicate all that apply to the reporting of financial data by charter schools.

\_\_\_ Charter school data are reported independent of regular school district data.

\_\_\_ Regular school districts serve as a fiduciary agent for charter schools (i.e. report charter school grants as pass-thru expenditures).

\_\_\_ Charter school data are reported within regular district data.

C. Are charter school data reported in the NPEFS and F-33 data?

\_\_\_ Yes, both. \_\_\_ NPEFS only. \_\_\_ F-33 only.

D. Please include any additional comments concerning charter school data in your state.

3. Is the average daily attendance (ADA) data that you report on NPEFS based on attendance data or enrollment data?

\_\_\_ ADA is based on attendance data. \_\_\_ ADA is based on enrollment data.

**Respondent Feedback: Availability of teacher compensation data and funding / refunding data (questions for 2005-06 collection year)**

1. Please respond to the following questions concerning the content of the data in the separate teacher salary items:

A. Salaries for teachers in GIFTED and TALENTED programs are reported in:

\_\_\_ Regular Programs \_\_\_ Special Programs \_\_\_ Vocational Programs

\_\_\_ Other Programs \_\_\_ Not included in the new teacher salary items

B. Are salaries for instructional aides and teaching assistants included in the separate teacher salary data items? \_\_\_ Yes \_\_\_ No

C. Are salaries for additional duties (e.g. coaching) and teaching incentives included in the separate teacher salary items? \_\_\_ Yes \_\_\_ No

- D. What is the source of the data reported for the separate teacher salary items?  
\_\_\_\_Accounting System (e.g. district annual financial reports) \_\_\_\_Payroll System
2. Does your office provide average teacher salaries estimates to National Education Association (NEA)? \_\_\_\_Yes \_\_\_\_ No
3. Can you report full year FTE counts for teachers? \_\_\_\_Yes \_\_\_\_ No
4. Can you report full year FTE counts of teachers by program area (regular education, special education, vocational education, and other education programs)? \_\_\_\_Yes \_\_\_\_ No  
Comment:\_\_\_\_\_
5. Can you report employee benefits for only teachers? \_\_\_\_Yes \_\_\_\_ No
6. Does your state maintain school-level finance data?  
\_\_\_\_Yes  
\_\_\_\_ No
- If yes, do you make the data available to the public? \_\_\_\_ Yes \_\_\_\_ No
7. Can you report expenses for the function subtotals (instruction, student support, instruction support, school administration, general administration, operations and maintenance, student transportation, other support services, food services and enterprise operations), along with any unallocated depreciation expenses as illustrated on page 194 of Financial Accounting for State and Local School Systems: 2003 Edition handbook? (This should come from the Statement of Activities from the Government-wide Financial Statements of each school district.)  
\_\_\_\_Yes \_\_\_\_ No
8. Other Sources of Revenue
- Are you including refunding debt?  
\_\_\_\_Yes \_\_\_\_ No

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